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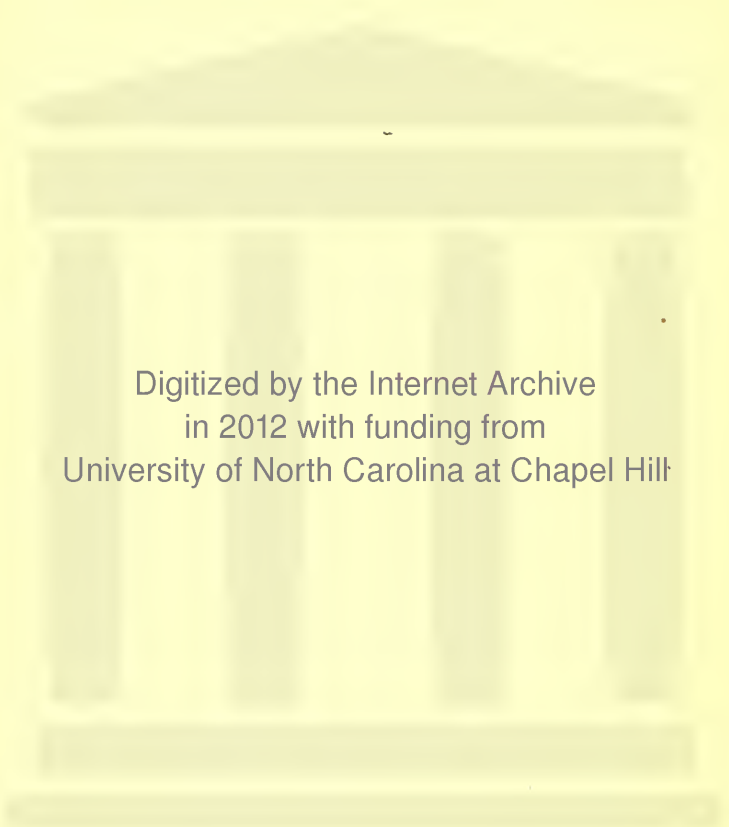
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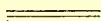
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The North Carolina High School Bulletin

N. W. WALKER, Editor



VOLUME IV
1913



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THE NORTH CAROLINA HIGH SCHOOL BULLETIN

N. W. WALKER, Editor.

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The public high school has been called the "People's College." This is a misnomer. It is immeasurably more than that. Closer to the people than the college can ever be, imbued with their ideals and permeated with their spirit, it is more responsive to their needs and demands and is therefore in a position to render directly a wider and more general social service.

Equal opportunity for all the children of all people is the watchword of the modern high school. As social and economic pressure is removed, the high school will provide this opportunity, in so far as it is possible for it to do so, through parallel and properly differentiated courses of instruction for the future farmer and mechanic and home-maker as well as for the future doctor and lawyer and minister. And it will do this not by way of cheapening culture, but as a certain means of providing for culture a firmer and saner basis. Recognizing, as it does, the true dignity of labor and the true worth of manhood, the modern public high school embodies and reflects the composite spirit that dominates American life, and is at once the most genuinely democratic and the most thoroughly representative of the institutions yet devised and established by American genius.—N. W. W.

JANUARY, 1913

GENERAL ANNOUNCEMENT.

THE NORTH CAROLINA HIGH SCHOOL BULLETIN is published quarterly by the University, and will be sent free of cost to superintendents, principals, and high school teachers of the State who may wish to receive it. It is devoted to the building up of North Carolina High Schools. The BULLETIN will publish from time to time, in addition to other matters of interest to high school teachers, pertinent discussions of secondary school conditions, problems, etc., and will endeavor to make itself helpful in whatever ways it can. It will welcome from the school men of the State suggestions looking to its larger usefulness.

The North Carolina High School Bulletin

VOL. IV.

FIFTY CENTS A YEAR.

NO. 1

EDITORIAL COMMENT

School Bonds and Constitutional Technicalities: A Word of Advice

At each session of the General Assembly there are passed many acts providing for bond issues for new school buildings. Too frequently it happens that such acts are invalidated because of careless wording or phraseology which may render them unconstitutional, or because certain other constitutional technicalities have not been complied with. A word, then, by way of advice to those who expect to have bills providing for bond issues before the present General Assembly may not be out of order.

As an example of unfortunate wording, witness the experience of the South Mills Public High School two years ago. An act was passed providing for a special tax to raise funds for a new building. The election, after a vigorous campaign, carried. The contract was let, and work was ready to begin, when a decision of the Supreme Court declared the act unconstitutional because it specified that the tax was for the purpose of erecting a building "for the whites." Progress was thus arrested, certainly for two years—let us hope for no longer. Two years ago South Mills would have secured for \$10,000 a building that will now cost at least \$12,500. This bit of experience cost the people of the township about \$3,000, to say nothing of the inconvenience, delay, and worry. And, mind you, all this, notwithstanding the fact that the Committee, in order to be doubly sure they were on the safe side, employed to draft their bill one of the best lawyers in Eastern Carolina.

Again, take the case of the bond issue for a new building for the Troy Public High School. The election carried almost unanimously. The contract for a \$20,000 building was let, and work was about to begin, when, lo and behold! it was

discovered that the Senate Journal failed to show that the yeas and nays on the third reading had been recorded!

This has happened time and time again. A score of cases could be cited. Let's look at Article II, section 14 of the Constitution. It reads:

"No law shall be passed to raise money on the credit of the State, or to pledge the faith of the State, directly or indirectly, for the payment of any debt, or to impose any tax upon the people of the State, or allow the counties, cities or towns to do so, unless the bill for the purpose shall have been read three several times in each House of the General Assembly and passed three several readings, which readings shall have been on three different days, and agreed to by each House respectively, and unless the yeas and nays on the second and third readings of the bill shall have been entered on the Journal."

Now for the word of advice: If you expect to have before the General Assembly a school bill of any kind, see to it that its provisions are sane, and that it meets the requirements of the Constitution in so far as its provisions and phraseology are concerned. Why not submit, or have submitted, to the State Superintendent of Public Instruction such bills? (He doesn't know I am giving you this advice.) He is very busy, it is true, during the session of the General Assembly, but he is never too busy to advise with you about a school matter, and no such bill that has been enacted into law as he approved it has been declared unconstitutional!

But this is not all that is necessary. Have your representative to see to it that on its several readings the constitutional requirements are met, and that the House and Senate Journals show that the yeas and nays have been properly recorded.

This bit of advice two years ago, had it been heeded, would have been worth \$3,000 to South Mills and \$5,000 to Troy. To many others it would have been worth even more.

Verbum sat sapienti.

A Conference on High School Problems

In connection with the dedication of the Peabody Education Building, the University is planning to call a conference on high school problems, May 1-3. The committee on arrangements, composed of Professors Walker, chairman, Noble, and Chase, is now at work on the details of the plan and will be ready at an early date to announce the program. In general outline the tentative program, beginning on Thursday, May 1, is as follows:

On Thursday afternoon and night two general conferences on the scope and function of the high school, city and rural; its organic and legal relation to the school below and the college above; its relation to the community and its opportunity for social service; its organization and management; its present status and needs; and the program of studies.

On Friday morning and afternoon there are to be special conferences on the several high school branches — English, Mathematics, History, Ancient Languages, Modern Languages, Physics, Chemistry, Agriculture, etc.,— each conference to be presided over by someone having expert knowledge of his particular branch and interested in it from the standpoint of the school. At these special conferences the high school branches will be approached specifically from the standpoint of their pedagogical or functional values, with especial attention to their place in the curriculum, their time allotment, etc.

Friday night will be given over to the dedication exercises of the new Peabody Education Building. For this occasion there will be a special program.

It is the purpose of the committee not to leave the discussions and the conclusions reached suspended in mid-air. The plan is to appoint committees in advance to summarize the discussions and put them in tangible form for publication. There is to be a general session on Saturday morning for the purpose of hearing and reviewing, before publication, the reports of these committees. The proceedings and reports

will be published in full in the July number of the *Bulletin*.

From such a working conference there ought to result a sort of definite program of progress in the work of high school development immediately before us. Immense practical good will result if the superintendents, principals, high school teachers, and college men can get together, exchange views, and come to a common understanding about some of these questions.

Vocational Guidance in Asheville

The following interesting news item appeared in *The Charlotte Observer* of December 11th:

"In order that the children of the public schools of Asheville may give special attention to the studies which they will need in years to come, and that they may pursue the branches which will be of benefit to their favorite professions or occupations, the principals of the various schools are collecting data relative to the careers which the students intend making. At an early date the school system will establish a vocational bureau and every effort will be made to get the children started in the professions or lines of business which they prefer. The bureau will get in touch with men of all lines of business who will be able to advise the young folks while they are in school and employ them after their graduation.

"It is being ascertained what the parents of the various students desire that they shall do in future years, and the wishes of the children themselves are also consulted. While none of the studies of the courses will be dropped, the teachers will make special efforts to help their students in those studies which they must be familiar with if they are successful in the chosen vocations.

"The local bureau will be carried on along the lines employed in some of the larger cities of the North and East. Asheville is said to be the first Southern city which has taken up this question."

There are those who perhaps will see in this plan an at-

tempt at too early specialization, and, without comprehending its real educational significance, will condemn it — forgetful, too, of the fact that it is now the business of the school to reach and to help all the children of all the people.

The educative process is fundamentally a natural process. It operates most effectively, not through artificial interests and external force, but through natural instincts and interests. When the life-motive of the pupil can be taken into the school-room and there, through his school activities, made to function in his formal education, we shall see the schools doing a better work than it will ever be possible for them otherwise to do.

As a means of motivating the work of the school and of bringing the school and the home nearer together, the plan is feasible and it will prove effective. It is a step certainly in the right direction, and it will be watched with interest by the other cities of the State.

Hats off to Superintendent Tighe of Asheville!

High School Contests

Three of the five divisions of Public High Schools will hold district contests in the spring — the Western, the East Central, and the Southeastern. Folders giving the rules and regulations governing these contests have been printed and will be sent to any one interested.

The Western Division will hold its first annual contest at Cullowhee on April 4th. There will be contests in recitation, declamation, composition, spelling, and track athletics. Secretary, Z. V. Moss, Clyde.

The East Central Division will this year hold its third annual contest. The boys' contests — in declamation and athletics — will be held at Chapel Hill on April 11th. The girls' contests — in recitation and basketball — will be held in Greensboro on April 4th. Secretary, E. J. Coltrane, Jamestown.

The Southeastern Division will hold its second annual con-

test — in recitation, declamation, spelling, and athletics — at Fayetteville on April 11th. Secretary, Z. H. Rose, Benson.

The Summer School for Teachers

The University Summer School for 1913 will be, to adopt Raleigh's slogan, "Bigger, Better, Busier," than ever before. An attendance of at least six hundred is confidently predicted, and arrangements will be made for even more. Several new instructors have been secured, a number of new courses added, and larger provision made for every class of teacher.

There is to be a *Rural Life Week*. Some of the vital matters of rural sociology will be presented by leading thinkers and workers. Dr. Walter Page, Dr. John Lee Coulter, Mr. Clarence Poe, Commissioner Claxton, Dr. E. C. Branson, Dr. Rankin, Dr. Hill, Dr. Foust, and Dr. Joyner are among those who have been invited to address the Summer School during *Rural Life Week*. The proceedings will be published, but every progressive teacher will want to be present and hear these men of thought and action discuss the questions that affect so profoundly our rural life and therefore our whole civilization.

Then there are to be many other interesting and inspiring features — too many even to enumerate in this short statement. Nowhere else can an earnest teacher who wants to improve professionally find so many opportunities offered for so small expense. But don't forget that the campus during the Summer School is a work-shop and not a play-ground. There will be recreation and entertainment, to be sure, but they will be subordinated to earnest, serious work.

Many school boards and country boards of education will reward attendance upon the Summer School by an increase in salary sufficient to cover expenses. See if yours won't.

Preliminary announcement will be ready February 1st. Complete bulletin giving detailed announcements of courses and expenses will be out late in March. The Summer School opens June 11th, and continues for a term of six weeks.

The School Farm Idea

The United States Bureau of Education has recently issued an interesting bulletin, prepared by Superintendent Zebulon Judd, of Wake County, on the school farm idea and its significance. At the request of the Inspector of Public High Schools, Mr. Judd's bulletin will be mailed to all the rural high school principals of the State some time in January. Read it. It is stimulating and helpful.

A Professional Library for Teachers in Secondary Schools

Dr. H. W. Chase, of the Department of Education in the University, has prepared a bulletin bearing this title which is to be published at an early date by the Committee on University Extension. There are seventy-eight titles. There is a paragraph on each book, giving its theme, the point of view of the author, and the special merit of the volume. Upon request this will be sent free of cost to any teacher desiring to receive a copy.

Association of High School Principals and Teachers

At the Greensboro meeting of the Teachers' Assembly in November there was formed a State Association of High School Principals and Teachers as one of the departments of the Assembly. This association should at once become one of the strongest departments of the Assembly; and it will if the interest and enthusiasm manifested during the three sessions that were held can be taken as a basis for an opinion. An effort will be made to bring together at the next meeting of the Assembly the largest body of high school principals and teachers ever assembled in the State.

The following officers were elected:

President, A. Vermont, Smithfield.

Vice-President, Chas. H. Jenkins, Durham.

Secretary-Treasurer, Hoy Taylor, Biscoe.

Executive Committee: These three officers and Miss Julia Passmore, Cary; and E. J. Coltrane, Jamestown.

"The World's Best Books"

Write to the Globe-Wernicke Company, Cincinnati, Ohio, and ask for a copy of the pamphlet bearing this title. It will be sent free of cost, and it is certainly well worth having. It will prove especially helpful to those who have to do with the selection of books for small libraries for the home or the school. Among others it contains the following lists:

"The Best Books for Young People," selected by Hamilton W. Mabie — over 200 titles;

Dr. W. D. Howe's "One Hundred Best Books for Boys and Girls;"

Sir John Lubbock's "Hundred Best Books;"

"The Fifty Best Books"— Benjamin R. Davenport.

"Great Works of 25 Greatest Authors"— James Baldwin.

"The Ten Best Novels;"

"The Twenty Best Novels;"

"Stories of American and English Life;"

"Novels of Plot and Problem;"

Dr. Eliot's "Five-Foot Library"

Roosevelt's "Pigskin Library;"

Canon Farror's lists of "Five" and "Twelve."

Peace Prize Contest

This contest, under the auspices of the *American School Peace League*, is now open to pupils of all countries. To quote from the leaflet issued by the League:

"Two sets of prizes, to be known as the Seabury Prizes, are offered for the best essays on one of the following subjects:

"1. The Opportunity and Duty of the Schools in the International Peace Movement. Open to Seniors in the Normal Schools of the United States.

"2. The Significance of the Two Hague Peace Conferences. Open to Seniors in the Secondary Schools of the United States.

"Three Prizes of Seventy-five, Fifty and Twenty-five Dollars will be given for the Three Best Essays in Both Sets.

"This Contest is open for the year 1914, to the pupils of the Secondary and Normal Schools in all countries. * * * *

"Essays must not exceed 5,000 words (a length of 3,000 words is

suggested as desirable), and must be written, preferably in type-writing, on one side only of paper, 8 x 10 inches, with a margin of at least 1¼ inches. Manuscripts not easily legible will not be considered.

"The name of the writer must not appear on the essay, which should be accompanied by a letter giving the writer's name, school, and home address, and sent to Mrs. Fannie Fern Andrews, Secretary American School Peace League, 405 Marlborough Street, Boston, Mass., not later than March 1, 1913. Essays should be mailed flat (not rolled).

"The award of the prizes will be made at the Annual Meeting of the League in July, 1913.

"Information concerning literature on the subject may be obtained from the Secretary."

It is to be hoped that there will be a number of essays sent in by the seniors in the high schools of North Carolina. And let's hope that one of the prizes may come to some bright boy or girl of our State.

In this connection let me advise every high school principal to secure for his school the publications of the American Association for International Conciliation. They are to be had for the asking. Address, The American Association for International Conciliation, Sub-station 84 (407 West 117th Street) New York City. The current number of *International Conciliation*, the bulletin of the Association, contains Mr. Elihu Root's address on "The Spirit of Self Government," which every high school teacher and student should read.

Clinton Dedicates Its New High School Building

Clinton has recently completed an excellent \$20,000 building for its public high school and local graded school. It was dedicated on December 30th. The principal address was delivered by Dr. H. W. Chase, of the Department of Education in the University. Two years ago, when the State Inspector of Public High Schools condemned the old building, there were those who thought he was hard-hearted. Superintendent Matthews says he rendered a distinct service, and that the new building is the pride of the community.

PUBLIC HIGH SCHOOL DEVELOPMENT IN NORTH CAROLINA

N. W. WALKER

In attempting to trace even in brief outline the development of public high schools in North Carolina, it will be of interest (1) to take a look at secondary school conditions in the State prior to the beginning of our early graded schools about 1875, up to which time our only facilities for secondary training were to be found in private and denominational schools and academies; (2) to observe conditions from 1875 to 1907, during which period the city graded school was in the ascendancy, with the private and denominational school still the dominant type of secondary school; and (3) to take stock of our progress since 1907, when our rural public high school law was enacted. Such a survey of earlier conditions will afford a back-ground that will make present conditions stand out in a clearer light and will thus enable us better to understand and appreciate some of the obstacles of a social and economic nature that have stood in the way of our developing even down to this time anything like an adequate system of public secondary schools.

MURPHEY'S EFFORTS TO SECURE A SYSTEM OF SECONDARY SCHOOLS, 1816-'17.

But before coming directly to these specific topics, attention should first of all be directed to the efforts of Archibald D. Murphey as early as 1816-'17 to secure for North Carolina a system of secondary schools. Murphey's efforts, in the light of recent developments, assume a tragic aspect. Had his plan been put into effect, the whole educational history of this State would have been changed, and, I firmly believe, the educational history of the South, profoundly influenced. This man lived almost a century in advance of his time! His plan was to provide for a complete system of education — elemen-

tary, secondary, and collegiate. To quote from his celebrated report to the legislature in 1817:

"In arranging the system of schools, your committee have endeavored to make the progress of education natural and regular; beginning with primary schools, in which the first rudiments of learning are taught, and proceeding to academies, in which youths are to be instructed in languages, ancient and modern history, mathematics and other branches of science, preparatory to entering into the University, in which instruction is to be given in all the higher branches of the sciences and the principles of the useful arts."

Then the complete system is outlined. His plan for a system of secondary schools is as follows:

MURPHEY'S PLAN.

"After children shall have gone through the course of studies prescribed for the primary schools, those of them who are to be further advanced in education, will be placed in the Academies, where they will be instructed in languages, ancient and modern history, mathematics and other branches of science preparatory to their entering into the University. The Academies shall be located in different districts of the State for the convenience of the people, and the expenses of purchasing suitable sites and erecting thereon the necessary buildings, shall be divided between the public at large and the several districts. Private liberality has of late erected many small Academies in the State, which deserve the consideration and patronage of the Legislature. From the benefits which have accrued to the public from these small Academies, we may form an opinion of the good which would flow from larger institutions of the same sort, if regularly located throughout the State, and aided with suitable funds. The state of learning among us will never become respectable until we have such regular Academical institutions. Your committee do therefore recommend:

"1st. That the board of public instruction shall divide the State into ten Academical districts, containing each one or more counties, and as near as practicable, an equal number of white population, and number the districts from one upwards.

"2d. When in any of the districts there is an Academy established, the trustees thereof may submit to the board of public instruction, a report of the actual condition of their institution, its relative position to the boundaries of the district, the number and dimensions of the buildings, their value and state of repair, the extent of ground on which they are erected; the number and denomination of the professors and teachers employed therein, and of the pupils educated thereat. If the board should think the Academy properly situated for the benefit of the district, and that the buildings and grounds will answer their intended purposes, notice thereof shall be given to the

trustees; and upon conveyance being made of the said ground and houses to the board of public instruction, the academy shall be entitled to the same benefits which may be extended to any academy that may be erected, and shall be subject to the same rules and regulations in relation to the government thereof, which the board of public instruction of the General Assembly may provide for the general government of the Academies of the State. But the trustees of such academies may continue to hold their offices and to supply vacancies occurring in their body.

“3d. In case the buildings of any academy already established and so accepted by the board of public instruction require repair or any alteration or enlargement, the board shall appropriate a sum sufficient to repair, alter or enlarge the said buildings, provided the sum so appropriated shall not exceed one-third part of the value of the entire buildings, when so altered, repaired, or enlarged. The alterations or enlargement of the buildings shall be planned by the board of public instruction and executed according to their order.

“4th. In any academical district where there is no academy now established, or none which the board of public instruction shall think will answer their intended purpose, the board may accept a lot of ground, of sufficient extent in their estimation, and conveniently situated for the erection of an academy for the district provided that two-third parts of the sum required for the erection of suitable buildings for the said academy be previously subscribed by one or more persons, and the payment thereof assured to the board of public instruction.

“5th. When any conveyance of the lot of ground on which the buildings are erected, shall be accepted by the board, they shall appoint eleven persons residing within the district, trustees of the Academy, who shall be deemed a body corporate by such title as the board of public instruction shall prescribe; shall have and enjoy all the rights and privileges of a corporation; shall have power to elect a president from their own body, and to fill all vacancies which occur therein. They may make, alter or amend such bye-laws, rules and regulations as they shall deem necessary or expedient, for the government of their own body, and of the professors, teachers, and pupils of the academy of which they have charge; provided, they be not inconsistent with such general regulations as the board of public instruction may provide for the general government of the academies of the State.

“6th. The trustees shall provide by contract for the erection of the necessary buildings of their academy, and appoint a treasurer who shall have authority to collect the several sums subscribed thereto, and shall be entitled to receive in virtue of their order upon the board of public instruction, signed by their president such sums of money as the board may, from time to time appropriate for the erection of buildings, their repairs or alterations, salaries of professors and teachers, and other purposes of the academy.

"7th. As soon as any academy is ready for the admission of pupils, the trustees may recommend to the board of public instruction, any person to be a professor or teacher therein, who, if approved after examination, in some mode to be prescribed by the board, shall be regarded as a professor or teacher of such academy, but subject to removal at the pleasure of the trustees or the board. Where vacancies shall occur among the professors or teachers during the recess of the board, the trustees may make temporary appointments, to be confirmed or disapproved by the board at their next session.

"8th. The trustees of any academy may fix the salaries of their respective teachers, subject to the control of the board of public instruction; one third part of the salaries shall be paid by the board at such times and in such way as they shall prescribe.

"9th. The professors and teachers in any academy shall be bound to instruct, free of charge for tuition, the pupils whom the board of public instruction may designate to be taught in said academy at the public expense.

"Your committee have perhaps gone into unnecessary details respecting the academies. Their plan simply is, to divide the State into ten academical districts, and that one academy be erected in each; that the State shall advance one-third of the sum required for the erection of necessary buildings, and one-third of the sum to be paid in salaries to professors and teachers, making it their duty to teach poor children free of charge."

Commenting on Murphey's report and the tragic fate of his bill, Mr. Coon, in his documentary history, "The Beginnings of Public Education in North Carolina," speaks as follows:

"When the Assembly met in 1817, Governor Miller invited its attention to the subject of education 'in a particular manner,' and on November 29, Mr. Murphey submitted his plan for the establishment of public schools. In brief his plan was to provide a school fund to be managed by six commissioners with the governor at their head, with power to locate schools, to fix salaries of teachers, to appoint the trustees of the secondary schools, and to devise a plan for the promotion of pupils from the primary schools to the secondary, which were to prepare students for the university. His plan further provided that the counties were to be divided into townships with primary schools in each and also that the incorporated towns were to establish such schools, all aided by a combination of State and local funds. The secondary schools were to be aided by the State's paying one-third the salaries of the teachers. There were to be ten secondary schools. Mr. Murphey's plan further included many details relating to the organization of schools and their courses of study, their method of instruction and discipline, the education of poor children at public

expense, and the establishment of an asylum for the education of the deaf and dumb. On December 16, Mr. Murphey introduced a bill to carry into effect the recommendations contained in his report. This bill passed its first reading in each house and then disappeared. There is no record to show what disposition was made of the measure. It is certain, however, that it did not become a law, and it is also within bounds to say that this measure and the report on it embraced the profoundest and most comprehensive educational wisdom ever presented for the consideration of a North Carolina legislature."

After the failure of Murphey's plan in 1817, no further constructive effort was made towards providing for a general state system of public secondary schools until 1907, when our present public high school law was enacted.

SECONDARY SCHOOL CONDITIONS PRIOR TO 1875.

Prior to about 1875 the only schools of secondary grade in North Carolina were the private and denominational schools and academies. And, in fact, this type of school was the dominant type down to just a few years ago. There were some excellent schools in our State, a few of which enjoyed a national reputation and attracted large numbers of students from other states. But the prevailing type was the small local academy. The curriculum of the small academy did not differ in the main from that of the larger private school. In one sense of the word this institution was indeed a vocational school, not in the modern sense, to be sure, but a vocational school none the less. Its primary function was to prepare students for college — and in that day most of those who went to college went to fit themselves for the so-called learned professions — the ministry, medicine, and law. And so the curricula of the private and denominational schools were, as a rule, narrow but reasonably thorough, and were planned along the same general lines as were those of similar schools of other states North and South. The social and economic life of their day was not so complex as it is now, the democratic conception of the school as a social institution had not taken hold of men, and consequently the demands made upon the schools were not so complex nor so numer-

ous. And so within their narrow lines the academies met the demands that were made upon them reasonably well.

The teachers in these schools were generally men of sound scholarship — graduates, as a rule, of our best colleges and universities,— and they were men of prominence and influence in their communities. Not infrequently were they both teachers and ministers; especially was this true during the first half of the last century. The church being the foster mother of the early school, it was but logical that the shepherd of the flock should care also for the lambs. So it happened that throughout the last century (and this is true not only in North Carolina and the other Southern States, but in the Nation at large) attention was centered more upon the individual teacher than upon the school as an organized institution. The teacher was then an individual, and not a cog in the wheel of a well-ordered piece of machinery. It was his personality that gave the school its life and energy and prominence. When the teacher changed his residence, the school moved with him; when he died, his school (except in rare cases) died too. There were many names among those old school masters that illumine the pages of our history — Pattillo, Caldwell, Caruthers, Bingham, Horner, and a host of others.

Until quite recently this individualistic notion was dominant in our educational endeavors as it was in our industrial and business life. The idea of coöperative activity in community life had not come into being, and the idea of a public secondary school supported by a general tax and offering equal opportunity to all the children of all the people,— we were as far from accepting that as we were from accepting the Chinese religion. And, too, the aristocratic notion of education prevailed both in theory and in practice. Men did not think that equal opportunity for the training and development of all the children of the State was a thing to be provided by the State, for they somehow did not see that it was necessary to educate anybody, but those who were to be the leaders in public life. The democratic idea in education,

—that it is as much the duty of the State to see to it that the black-smith, the farmer, and the mechanic are educated as it is for it to provide educational opportunity for the doctor, the lawyer, and the minister — had not yet permeated our lives. And so secondary school facilities were denied the rank and file of our citizens, and we are as a State today the poorer because of it. But the thoughts of men have widened “with the process of the suns,” and we now hold a vastly different theory, which is beginning to crop out in practice. But we shall come to this part of the story presently.

OUR CONDITIONS IN 1876.

The following paragraph, taken from the report of the United States Commissioner for 1876, might as well have been written in 1898:

“Of academies and high schools, in the memorial of Dr. Craven already quoted, there are said to be 34 within the State (North Carolina). With the exception of the higher departments of the few graded schools in the large towns, the greater part of these institutions are said to be private enterprises or denominational schools, with no similarity of organization, no unity of work, no organic connection with the schools below them or above them, and no responsibility whatever to any general superintendence. The same resources judiciously organized, with legal relation to other schools, the doctor says, would confer a great benefit upon the general culture and scholarship of the State.”

THE GROWTH OF CITY GRADED SCHOOLS, 1875-1907.

From 1875 to 1907, 79 of the towns and cities of the State established graded schools, and most of these soon developed high school departments with courses of study covering from one to three years above the seventh grade. But until the last decade the attention of our city superintendents was centered upon the elementary grades, small attention being paid to the grammar grades, and less still to the high school grades. Hence a great deal of the high school work in our city graded schools went on in a rather hap-hazard way, without definite system, correlation, or plan.

As the elementary grades developed and became better organized more attention was paid to the high school grades. The need for public high schools became a conscious need, and in response thereto our city graded schools began to organize high school departments. Progress was slow but gradual. These departments were based directly upon the lower grades and were thus organically related to them. The courses of instruction in content and method did not differ materially from those of the private schools, though they did at first differ somewhat in scope, the high school work of the city graded schools covering as a rule from one to three years. There were at first very few four-year schools.

The following figures taken from the reports of the United States Commissioner of Education, though incomplete, indicate in a measure the growth of our public high schools.

	SCHOOLS	PUPILS
1890	4	349
1898	14	892
1908	100	4,856
*1912	269	14,401

PUBLIC HIGH SCHOOL DEVELOPMENT SINCE THE PASSAGE OF THE HIGH SCHOOL ACT IN 1907.†

Our rural public high school law entitled, "An Act to Stimulate High School Instruction in the Public Schools of the State, and Teacher Training," was passed in 1907. Up to this time it has not been amended. The main provisions of this act are as follows:

* The figures for 1912 are taken from the Report of the State Inspector of Public High Schools and include both city and rural public high schools.

† In examining our public high school statistics, this fact must be borne in mind, namely, that we have really two systems of high schools, or better, two parts of one system, city (so-called) and rural. The city public high school is organized as a part of the city school system operated, as a rule, under a special charter, is therefore independent of the operations of the public high school law, and so is not under State supervision. It is not always easy for even the State Superintendent of Public Instruction to get reports from the city high schools, and so statistics concerning them are not nearly so complete as they are for the rural public high schools. No report is made to the State Superintendent of Public Instruction as to the finances of the city high schools.

Sec. 1. The County Board of Education, with the consent of the State Board of Education, may establish and maintain from 1 to 4 high schools.

Sec. 2. For each high school established under this act the County Board of Education shall appoint a committee of three whose duties, powers, and qualifications shall be similar to those of other public school committeemen.

Sec. 3. The courses of study and the requirements for admission shall be prescribed by the State Superintendent of Public Instruction, and the County Board shall operate the high schools under such regulations as the State Board may prescribe.

Sec. 4. All teachers in public high schools receiving State funds are required to hold the State High School Teachers' certificate issued by the State Board of Examiners. All public high schools operated under this act shall be inspected under the direction of the State Superintendent, and they shall render such reports as he may require.

Sec. 5. Provision must be made for thorough instruction in the elementary school in connection with which the high school is operated. There must be at least two teachers in the elementary school and at least one in the high school for their full time.

Sec. 6. The County Board of Education may contract with the trustees of any public high school in the county to permit pupils of high school grade and public school teachers of the county to attend said high school, one-half of the tuition to be paid by the county and one-half by the State.

Sec. 7. The community in which a high school is located shall raise by local taxation, by local appropriation, by private donation, or otherwise, at least \$250 for high school instruction. This is deposited with the county Treasurer who is also treasurer of the school fund. The State gives a like amount from the appropriation for high schools, and, under the rules of the State board, the County, unless exempt, gives a like amount from the general county fund. The treasurer is required to keep a separate account and to render a separate report of the fund for each high school.

Sec. 8. The amount given by the State to any one high school shall not exceed \$500 a year; nor shall more than 4 high schools in a county receive State aid.

Sec. 9. Rural public high schools shall be established in towns of more than 1200 inhabitants. But under this section and under Section 6, provision may be made in the discretion of the County Board to admit high school students and public teachers to high school departments of graded schools in the larger towns or cities.

Sec. 10. An annual appropriation of \$50,000, since increased to \$75,000, was made for the purposes of this act, to be distributed by the State Board of Education.

The rules and regulations of the State Board of Education governing the establishment and operation of public high schools and the distribution of the high school appropriation have the force of law. Some of the more important of these regulations require that the term of every high school receiving aid under this act must be not less than twenty-eight weeks; that the public high school shall be open, without tuition, to all children of sufficient preparation to enter and to all public school teachers of the county; that the County Board of Education shall appropriate from the county school fund at least as much as the amount received from the State for high school instruction, provided the county does not have to get State aid to run its elementary schools four months in each year.

The buildings and equipment for a public high school must be provided by the local community and the County. No part of the high school fund can go for this purpose. The title to all public high school property, under the general law of the State, is vested in the County Board of Education.

The following tables will afford a basis for estimating the progress public high schools have made since the law providing for them went into effect five years ago. In examining these tables it should be understood that the figures given for 1908, for example, are for the school year closing June 30, 1908; that is, the school year 1907-1908; and that those given for 1912 are for the school year 1911-1912, etc.

TABLE I.
SHOWING INCREASE IN THE NUMBER OF RURAL PUBLIC HIGH SCHOOLS, IN THE NUMBER OF TEACHERS, AND IN ENROLLMENT,
1908-1912.

<i>No. of Schools</i>	<i>2-Yr. Schools</i>	<i>3-Yr. Schools</i>	<i>4-Yr. Schools</i>	<i>No. of Teachers</i>	<i>Full-time Teachers</i>	<i>Boys Enrolled</i>	<i>Girls Enrolled</i>	<i>Total Enrollment</i>
1907-'08.....	145	43	2†	215	173	1759	2190	3949
1908-'09.....	160	52	2	236	181	2418	2864	5282
1909-'10.....	170	69	10	259	195	2764	3011	5775
1910-'11.....	177	94	20	273	207	3111	3403	6514
1911-'12.....	200	89	29	342	260	3496	3895	7391

* Forty of these had no second-year students the first year they were organized.

† Schools were not classified this year. There were nine schools that reported fourth-year students, but only two of these were classed as four-year schools the next year.

TABLE II.

SHOWING RECEIPTS (A) AND EXPENDITURES (B) FOR RURAL PUBLIC HIGH SCHOOLS, 1907-'08 TO 1911-'12.

A. RECEIPTS AND SOURCES FROM WHICH THEY COME.

<i>School Yr.</i>	<i>Local Taxation</i>	<i>Private Donations</i>	<i>County Ap'tnts</i>	<i>State App'ation</i>	<i>Overd'ts Paid from Local Funds vious Yr.</i>	<i>Total Receipts</i>
1907-'08.....	\$27,474.48	\$13,187.04	\$21,943.65	\$40,785.00		\$103,386.18
1908-'09.....	34,551.89	9,316.76	27,903.81	45,369.99	\$6,175.71*	123,318.16
1909-'10.....	40,446.86	8,558.72	30,908.24	49,025.00	735.91	138,631.77
1910-'11.....	50,032.62	5,802.23	30,634.05	50,050.00	248.32	147,191.65
1911-'12.....	65,082.38	8,355.47	38,857.34	66,550.00	1,091.74	180,287.88

B. EXPENDITURES AND PURPOSES FOR WHICH THEY WERE MADE.

<i>School Year</i>	<i>Principals' Salaries</i>	<i>Assistant Teachers</i>	<i>Incidental Expenses</i>	<i>Total Expenditures</i>	<i>Balance on Hand</i>
1907-'08.....	\$79,412.80	\$9,684.19	\$2,319.00	\$91,415.99	\$11,970.19*
1908-'09.....	98,187.59	11,897.64	2,900.40	112,985.63	10,332.53
1909-'10.....	109,878.52	13,542.75	3,633.61	127,054.88	11,576.89
1910-'11.....	118,150.97	15,765.26	3,750.35	137,666.58	9,525.07
1911-'12.....	144,766.38	26,814.43	5,182.67	176,763.48	12,524.40

*The seeming discrepancy between the amount left on hand at the end of one year and the balance brought forward at the beginning of the next year is due largely to the irregularity of the County Treasurers in reporting outstanding vouchers at the time they make their reports.

TABLE III.

SHOWING INCREASE IN THE NUMBER OF PUBLIC HIGH SCHOOLS (RURAL AND CITY), IN THE NUMBER OF TEACHERS, AND IN ENROLLMENT. 1908-1912.

<i>No. of Schools</i>	<i>2-Yr. Schools</i>	<i>3-Yr. Schools</i>	<i>4-Yr. Schools</i>	<i>No. of Teachers</i>	<i>Full-time Teachers</i>	<i>Boys Enrolled</i>	<i>Girls Enrolled</i>	<i>Total Enrollment</i>
1907-'08.....	177	73	17	323	251	2786	3611	6398
1908-'09.....	224	79	22	477	379	4693	5996	10689
1909-'10.....	239	99	36	530	414	5425	6606	12031
1910-'11.....	247	88	55	564	422	5982	7488	13470
1911-'12.....	269	105	71	644	490	6368	8033	14401

TABLE IV.

SHOWING INCREASE IN THE NUMBER OF FIRST-YEAR, SECOND-YEAR, THIRD-YEAR, AND FOURTH-YEAR STUDENTS, 1907-'08 TO 1911-'12.									
	<i>1st Yr.</i>	<i>2d Yr.</i>	<i>3d Yr.</i>	<i>4th Yr.</i>	<i>Total</i>	<i>1st Yr.</i>	<i>2d Yr.</i>	<i>3d Yr.</i>	<i>4th Yr. Total</i>
Rural Public High Schools...	2721	861	297	70	3949	4151	2098	910	232- 7391
City Public High Schools...	1578	964	548	104	3195	3131	1981	1312	586- 7010
Total.....	3918 ¹	1575 ²	834 ³	171 ⁴	6398 ⁵	7282	4079	2222	818- 14401

¹After deducting 382 which are counted twice.

⁴After deducting 3 which are counted twice.

²After deducting 111 which are counted twice.

⁵After deducting 746 which are counted twice.

³After deducting 111 which are counted twice.

There has been considerable building activity during this period, there having been erected at least 60* new public high school buildings, city and rural, at a cost of \$624,000. In addition to this there has been considerable expenditure (it is impossible to give the exact amount) for the purchase of old buildings, increased equipments, improvements in the way of enlargements, additions, etc. No fewer than 40 private academies and church schools have been taken over (by purchase in many cases, by gift in some) and converted into public high schools.

In 1908 the number of teachers in the rural public high schools was 215; in 1912 the number had increased to 342. The number of teachers in the city high schools in 1908 was 146; in 1912, the number was 302. Total: in 1908, (deducting 38 counted twice), 323; in 1912, 644.

At present seventy-five per cent. of our public high school teachers are graduates of our better colleges, and only about five per cent. are without college training.

So far in our rural school development we have made no fetish of standardization. The main emphasis has been in the way of laying safe foundations for a state-wide system of secondary schools which may later be standardized according to some rational method. When our rural public high schools were established five years ago, they were engrafted upon our best rural elementary schools in such a way as to insure that their development should be from the elementary school upward rather than from the college downward. This does not mean that in building up our high schools we have been forgetful of standards, for this is not the case. Along with the increase in popular interest in our public high schools, with their increase in numbers, in financial support, in physical equipment, and in teaching force, there have come better organization and system, and correlation, better standards of work and a higher degree of efficiency. Our school

* It must, of course, be understood that, except in a few cases, these buildings are used for both the high school department and the lower grades. It is therefore impossible to give the amount that could be said to go for high school buildings, strictly speaking.

officials have come to a better understanding of the scope and function of the secondary school. They are beginning to realize that as an institution it has problems peculiar to itself and that its obligations and possibilities are perhaps greater than those vouchsafed to any other part of our school system.

Since the establishment of our rural public high schools the four-year high school course, based upon a seven-year elementary school course, has come to be accepted as the standard towards which our schools are working. There is a growing tendency to put into practice principles which we long ago accepted in theory—to adapt the high school through properly differentiated courses of instruction, to the needs of the individual pupil, and to relate it more closely to community life. In the larger towns and cities there is a tendency to differentiate the high school from the lower grades by giving it a separate and more compact form of organization and by housing it, when possible, in a separate building* adapted to its own needs.

There are, of course, limitations of a social and economic nature that will operate for some time to come to impede our progress in secondary education and to prevent our accomplishing all we hope for. But a safe foundation has been laid, and our high schools are fast getting to the point where they will be able to meet any reasonable demands that may be made upon them in the way of preparation for entrance to college or for the duties of citizenship and life.

* In 1905 Wilmington was the only city in the State having a separate building for its high school. At present there are seven cities that have separate high school buildings: Wilmington, Raleigh, Durham, Asheville, Greensboro, Winston, and Charlotte.

REGULATIONS OF THE COMMISSION ON ACCREDITED SCHOOLS IN THE SOUTHERN STATES

ADOPTED AT SPARTANBURG, S. C., NOVEMBER 15, 1912.

N. W. WALKER, *Secretary of the Commission.*

At the meeting of the Commission on Accredited Schools of the Southern States held at Spartanburg, South Carolina, in November, 1912, some important changes were made in the resolutions creating the Commission which were adopted at Tuscaloosa, Alabama, in November, 1911. The number of members on the Commission from each State was increased from two to three, and the tentative standards of accrediting were made more specific and defined in more detail. In accordance with the provisions of the original resolutions, unit courses of study in the several high school branches were outlined, and uniform blanks adopted for reports from schools applying for accredited relations, for admission to college, and for reporting back to the schools the college record of students coming from schools accredited by the Commission.

The amended resolutions, the standards of accrediting, the unit courses as defined by the Commission, and the names of the members of the Commission from each State (so far as they have been reported) are given below.

I. THE COMMISSION AND ITS STANDARDS OF ACCREDITING.

ARTICLE I.

There shall be a Commission composed of three members from each State. One of these members shall be the State Inspector of Secondary Schools, usually connected with the State University; the second shall be a representative of some college belonging to this Association. These two members shall be named and appointed by the Executive Committee of this Association for a term of three years. The third member shall be chosen by the two members above named and shall be connected with some secondary school accredited by the Association.

ARTICLE 2.

It shall be the duty of this Commission to agree upon a uniform blank for reports of high school principals, relative to organization, teaching force, attendance, library, laboratory, and other equipment.

ARTICLE 3.

This Commission shall also prepare a uniform certificate blank for admission to college, which may be used by all members of the Association.

ARTICLE 4.

The Commission shall describe and define unit courses of study in the various secondary school programs, based on the recommendation of the Carnegie Foundation and the rules of this Association as herein prescribed. The minimum standard for accrediting shall be:

- (a) No school shall be accredited which does not require for graduation the completion of a four-year high school course of study embracing fourteen units as defined by this Association. A unit represents a year's study in any subject in a secondary school constituting approximately a quarter of a full year's work. More than twenty periods per week should be discouraged.
- (b) The minimum scholastic attainment of three-fourths of all secondary school teachers of academic subjects in any accredited school on the Southern list shall be equivalent to graduation from a college belonging to the Association of Colleges and Secondary Schools of the Southern States, or a college approved by the Commission. It is strongly advised that this attainment include, or be supplemented by, special study of the content and pedagogy of the subject taught.
- (c) The number of daily periods of class instruction given by any teacher should not exceed five periods per day; and the Commission will scrutinize with extreme care any school in which instructors teach as many as six daily periods.
- (d) The laboratory and library facilities shall be adequate for the needs of instruction in the courses taught.
- (e) The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the lavatories, corridors, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.
- (f) The efficiency of instruction, the acquired habits of thought and speech, the general intellectual and moral tone of a school are paramount factors and, therefore, only schools which rank well in these particulars, as evidenced by rigid, thorough-going, sympathetic inspection, shall be considered eligible for the list.

- (g) The Commission will decline to consider any school whose teaching force consists of fewer than three teachers of academic subjects giving their full time to high school instruction. When local conditions warrant the introduction of the so-called vocational subjects, such as agriculture, manual training, household arts, and commercial subjects, the Commission will hold that a sufficient number of teachers must be added to provide adequately for such instruction.
- (h) No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. In case of schools having twelve or more teachers a complete report on teachers once in three years will be sufficient, but full data relative to changes must be presented annually.
- (i) All schools whose records show an excessive number of pupils per teacher, as based on the average number belonging, even though they may technically meet all other requirements, will be rejected. The Association recognizes thirty as maximum.
- (j) The time for which schools are accredited shall be limited to one year, dating from the time of the adoption of the list by the Association. In every case the character of the work done by a school must be the determining factor in accrediting. By personal visits of the inspectors, by detailed reports from the principals, and by the records made by the students in colleges, the character of a school's work shall be, from time to time, determined. A school shall be removed from the accredited list for failure to maintain the above standards.

ARTICLE 5.

Each State Committee shall prepare a list of accredited schools of its State according to the prescribed regulations and furnish the same to the Commission at its appointed annual meeting.

ARTICLE 6.

From the lists thus submitted the Commission shall at its annual meeting select the schools which shall constitute the Southern List of Accredited Schools. Copies of this list when made up shall be furnished to the members of the Association before May 1 of each year.

ARTICLE 7.

Colleges belonging to the Association shall report to the professor of secondary education or high school inspector by February 15th of each year any cases of lack of preparation of, or inter information relating to, students coming from schools in his State, on blanks prepared by the Commission. These reports after having been reviewed by the representatives of the Commission in the State, shall be forwarded by the above officer in tabulated form to the schools interested and also laid before the Commission.

II. UNIT COURSES.

ENGLISH: 3 or 4 units. The Commission adopts the uniform requirements in English as outlined by the National Committee on College Admission Requirements in English, and the definition of units of the North Central Association of Colleges and Secondary Schools.

HISTORY: 2, 3, or 4 units. The Commission adopts the requirements of the North Central Association of Colleges and Secondary Schools:

1. American History.....I unit
2. Mediaeval and Modern History.....I unit
3. English History.....I unit
4. American History, or American History and
Civil Government.....I unit

MATHEMATICS: $2\frac{1}{2}$, 3, or $3\frac{1}{2}$ units. The Commission adopts the requirements of the North Central Association, increasing the minimum requirement, or constant, from 2 to $2\frac{1}{2}$ units.

1. Algebra, first course.....I unit
2. Algebra, advanced course $\frac{1}{2}$ unit
3. Plane GeometryI unit
4. Solid Geometry $\frac{1}{2}$ unit
5. Plane Trigonometry..... $\frac{1}{2}$ unit

LATIN: 4 units. The Commission adopts the four units of Latin as outlined by the North Central Association. The first two of these units are defined by the American Philological Association, and the third and fourth are as defined by the College Entrance Examination Board.

1. Latin LessonsI unit
2. Cæsar, Selections equivalent to 4 books.....I unit
3. Cicero, 6 orations.....I unit
4. Vergil, the First Six Books of the Æneid.....I unit

Note—In place of a part of Cicero an equivalent of Sallust's Catiline, and in place of a part of Vergil an equivalent of Ovid will be accepted.

GREEK: 3 units. The Commission adopts the three units as outlined by the North Central Association.

1. Introductory Lessons.....I unit
2. Xenophon's AnabasisI unit
3. Homer's Iliad I-III.....I unit

FRENCH: 2, 3, or 4 units.

GERMAN: 2, 3, or 4 units.

SPANISH: 2, 3, or 4 units.

PHYSIOGRAPHY: $\frac{1}{2}$ or 1 unit.

PHYSIOLOGY: $\frac{1}{2}$ or 1 unit.

The Commission adopts for the other sciences (excepting Biology) the courses outlined by the North Central Association, as follows:

PHYSICS: 1 unit.

CHEMISTRY: 1 unit.

BOTANY: 1 unit.

In the vocational subjects the Commission adopts the following units with the provision that the total number accepted for entrance to college shall not exceed 4 units.

AGRICULTURE: 1 to 2 units.

MANUAL TRAINING: 1 to 2 units.

HOME ECONOMICS: 1 to 2 units.

COMMERCIAL GEOGRAPHY: $\frac{1}{2}$ unit.

COMMERCIAL ARITHMETIC: $\frac{1}{2}$ unit.

III. THE OFFICERS AND MEMBERS OF THE COMMISSION.

Chairman, Joseph S. Stewart, Athens, Ga.

Secretary, N. W. Walker, Chapel Hill, N. C.

ALABAMA:

J. S. Thomas, University of Alabama, Tuscaloosa.

J. T. Wright, University School, Mobile.

ARKANSAS:

B. W. Torreyson, Little Rock.

A. C. Miller, Hendrix College, Conway.

FLORIDA:

John A. Thackston, University of Florida, Gainesville.

Edw. Conradi, State College for Women, Tallahassee.

W. S. Cawthon, Pensacola.

GEORGIA:

Joseph S. Stewart, University of Georgia.

F. H. Gaines, Agnes Scott College, Decatur.

G. P. Butler, Augusta.

KENTUCKY:

McHenry Rhoads, State University, Lexington.

C. C. Crooks, Central University, Danville.

J. L. Foust, Owensboro.

LOUISIANA:

_____, State High School Inspector, Baton Rouge.

E. A. Bechtel, Tulane University, New Orleans.

Clarence Henson, New Orleans.

MISSISSIPPI:

J. C. Fant, University of Mississippi, Oxford.

J. R. Lin, Millsaps College, Jackson.

M. E. Melvin, Chamberlain-Hunt Academy, Port Gibson.

NORTH CAROLINA :

N. W. Walker, University of North Carolina, Chapel Hill.
E. C. Brooks, Trinity College, Durham.
Edwin D. Pusey, Goldsboro.

SOUTH CAROLINA :

W. H. Hand, University of South Carolina, Columbia.
N. W. Stephenson, College of Charleston.

TENNESSEE :

Harry Clarke, University of Tennessee, Knoxville.
J. M. McBryde, Sewanee.
S. J. McCallie, Chattanooga.

TEXAS :

J. L. Henderson, University of Texas.
S. P. Brooks, Baylor University, Waco.
F. D. Brooks, Hillsboro.

VIRGINIA :

C. G. Maphis, University of Virginia, Charlottesville.
R. E. Blackwell, Randolph-Macon College, Ashland.
W. M. Black, Lynchburg.

WEST VIRGINIA :

L. L. Friend, University of West Virginia, Morganton.
C. G. Doney, Buckhannon.
F. M. Longanecker, Parkersburg.

The Commission meets annually on the day preceding the meeting of the Association of Colleges and Secondary Schools of the Southern States. It may also hold called meetings as often as it chooses.

All requests for accrediting should go to the official inspector of the State in which the school is located. This is the inspector for the State University, or in case there is none then the inspector of High Schools for the State. No school can be accredited unless recommended by the local committee after inspection.

The next meeting of the Commission will be held in Richmond, Virginia, next April, two days in advance of the meeting of the Conference for Education in the South. At this meeting the first list of accredited schools will be prepared and published.

REPORT OF THE LEGISLATIVE COMMITTEE OF THE TEACHERS' ASSEMBLY

Your Committee begs leave to recommend the passage of the following resolutions by the North Carolina Teachers' Assembly:

Resolved, First: That we recommend that the Legislature be urged to levy a state tax of five cents on each \$100 worth of property, and fifteen cents on each poll, to raise revenue for the purpose of bringing the school term in every public school district in the state to six months in each year, said revenue to be collected and turned in to the State Treasurer, and to be distributed to the schools annually by the State Board of Education.

Resolved, Second: That we recommend that the county instead of the townships be made the unit of apportionment of the school funds for equalizing school terms, and that in said apportionment no discrimination shall be made against town and city schools or separate and chartered school districts of any sort.

Resolved, Third: That we endorse the recommendation of the North Carolina Child Labor Committee as to the employment in factories of all children 16 years and under, and of all women, at night, and that inspectors should be appointed to enforce these laws.

Resolved, Fourth: That we favor uniform examination, gradation and certification of teachers, both urban and rural, by a State Board of Examiners, representative so far as possible of superintendents, of primary schools, grammar schools, high schools and colleges.

(a) That examination and gradation of all applicants shall be made by the State Board of Examiners to establish a uniform standard of academic qualifications, and that said Board shall certify to the applicant and to the superintendent of the schools the grade and class of certificate to which said applicant is entitled.

(b) That the county superintendent shall issue a certificate of the kind designated to each successful applicant of his county if in his judgment the personality of such applicant and his general qualifications other than scholarship fit him for the work of teaching. That in case of refusal of the county superintendent to issue such certificate the applicant shall have the right to appeal from his action to the county board of education of said county, for review and investigation of the causes of such refusal, and for the final determination of the matter.

(c) Certificates so issued shall be valid without further examination in any county of the State when approved by the superintendent of public instruction of said county, but shall not be valid to teach in town or city schools until approved also by the superintendent of said

schools, and upon the refusal of the city or town superintendent to approve said certificate the holder thereof shall have the right to appeal to the school trustees of said town or city for review, investigation and final determination of the matter.

(d) That said Board of Examiners shall arrange and adopt a plan for the classification of certificates and for the promotion of teachers from one class to another that shall encourage and reward by a reasonable increase in salary, successful experience, professional training and advanced scholastic attainment, and that shall provide for proper credits for academic work in certain subjects in standard high schools, normal schools and colleges.

(e) That a graded system of fees by applicants for examinations be arranged to meet the expenses of the State Board of Examiners, said fees to be paid into the State Treasury.

(f) The refusal of one county or city superintendent or county or city Board of Education to issue a certificate to any applicant certified by the State Board of Examiners, shall not operate to prevent said applicant from applying for a certificate to any other county or city superintendent.

Resolved, Fifth: That we favor a minimum professional and scholarship requirement in advance of present requirements for teachers of each class or grade after a fixed future date.

Resolved, Sixth: That we favor the same minimum qualification in scholarship and experience for county and city superintendents after a fixed future date, as may be required for a first grade elementary teacher's certificate.

Resolved, Seventh: That we recommend that county boards of education ought to be required to fix a day and place in each township for the meeting of school committeemen of the several districts in each township, together with the county superintendents with whom applications shall have been previously filed by all applicants, for the purpose of employing teachers.

Resolved, Eighth: That we favor a uniform and effective compulsory school law applying to all children of the State under twelve years of age and adequate provisions to enforce the same.

Resolved, Ninth: That we favor the establishment of county farm life schools, and the placing of agriculture and domestic science classes in the rural high schools.

AMENDMENTS TO THE REPORT OF THE LEGISLATIVE COMMITTEE.

The following amendments to the report of the Legislative Committee were adopted:

Resolved, First: That the North Carolina Teachers' Assembly hereby urges upon the General Assembly the great necessity of providing for the equalization of the assessment of property for taxation.

Resolved, Second: That the North Carolina Teachers' Assembly urges the enactment of a law to provide for the elimination of unnecessary small school districts by limiting the number of districts aided to secure a four months or a six months school term in any county to one school for each 16 square miles or some other equitable district area.

RECOMMENDATIONS OF THE CHILD LABOR COMMITTEE.

Resolved, First: That the North Carolina Teachers' Assembly hereby gives its hearty endorsement to the legislative program of the North Carolina Child Labor Committee, as follows:

1. The elimination of night work in all factories for all children under 16 years of age.
2. The elimination of all night work in all factories for all women over 16 years of age.
3. A system of factory inspection which will enforce our Child Labor laws.

Resolved, Second: That the Legislative Committee of this body be instructed to co-operate with the North Carolina Child Labor Committee in securing the enactment of its child labor program into the law.

SCHOOL LEGISLATION PROPOSED BY THE FARMERS' UNION*

Advanced legislation for schools in North Carolina was recommended by the Educational Committee of the State Farmers' Union, which closed a highly successful meeting here this week. In brief, straightforward terms the committee advocates a State system of traveling libraries; a minimum of six months for public school term; compulsory attendance of all children between the ages of eight and fifteen years during the minimum term; better qualification for both teachers and county school superintendents; a farm life school law, and a State school commission in place of the present "ex-officio" State board of education.

The report of the committee in full is as follows:

To the annual Convention of the North Carolina Farmers' Union:

Your educational committee desires to make the following report:

No. 1. There comes to the Farmers' Union no greater opportunity to inculcate its principles, to perpetuate its existence, to achieve its purposes than that offered through the medium of the country public schools. We, therefore, commend our State president and State executive committee for the prominence they have given to the cause of public education as it affects the farmer, and recommend that this work be continued.

No. 2. We recommend that the Union urge the Legislature at its approaching session to increase the appropriation of the library commission to a sum sufficient to establish and operate in North Carolina a State system of traveling libraries.

No. 3. Realizing that the present rural school term in our State is wholly inadequate to provide even an elementary education for our country boys and girls, we favor the enactment by the approaching Legislature, of a law that will provide a minimum term of six months' public school in every district in the State, and recommend that 5 cents on the \$100.00 of the State tax levy be set aside for that purpose.

No. 4. We favor better salaries, increased efficiency, and uniform examination and certification of teachers both urban and rural.

No. 5. We recommend the amendment of our present compulsory attendance law in such a way as to provide for the compulsory attendance of all children between the ages of eight and fifteen years, during the minimum term of public schools; that this amendment

* From *The News and Observer* of December 14, 1912.

also provide for truancy officers and for the attendance of the incorrigibles in the Jackson Training School.

No. 6. We commend also the amendment of our present school law, relative to qualifications of county superintendents in such a way as to provide that no one may be a county superintendent of schools who has not had at least three years' actual experience in teaching in the country schools of this or some other state while holding a first grade certificate.

No. 7. We recommend that a comprehensive country life course be required in all our State teachers' training schools, including instruction in co-operative marketing and direct distribution of farm products.

No. 8. We recommend the amendment of our county farm life school law to conform with the special law enacted for Guilford county.

No. 9. We favor a State public school commission in place of present "ex-officio" State board of education.

W. C. CROSBY, *Chairman*.
T. C. HENDERSON, *Secretary*.
C. F. FIELDS,
R. L. LITTLE.

UNIFORM EXAMINATIONS SUGGESTED FOR HIGH SCHOOL STUDENTS

GEO. W. LAY

[The following resolution was submitted by Dr. Geo. W. Lay, Rector of St. Mary's School, Raleigh, to the Committee on Resolutions of the Teachers' Assembly, and was passed by the Assembly at its recent meeting in Greensboro.—Editor]

That measures be taken, under the direction of the State Board of Examiners, to secure a uniform system of examinations for the State for those students competing a regular, standard, four-year High School course, the following features to be provided for:

(1) The paper to be made out by a central board and the books of answers to be read and marked by them.

(2) The paper in each subject to be made out by a committee of three, one of whom must be a high school teacher, and one a teacher in an institution above the high school.

(3) The examination in each subject to be taken at the same hour and on the same day in as many towns and cities as may be conveniently arranged.

(4) The books of answers to bear no indication of the identity of the student or high school, but to be marked with a number corresponding with the name of the student on a list sent by the local examiner to the State Superintendent of Public Instruction.

(5) No student to be allowed to take the examination in any subject unless recommended in that subject by the Principal of his High School, such recommendations to be graded A, B, C, and D.

(6) A student to be allowed to take one or more subjects in any one year, that is to take examination in all subjects at one time, or to distribute them over two or more years, as he may elect.

(7) A State High School Diploma to be awarded to each student successfully passing all the required subjects.

(8) The State Board of Examiners to be allowed discretion to waive slight deficiencies of a student in one or more subjects because of excellence in other subjects, or because of the known character of his High School, or because of the recommendations of the High School.

(9) That the privilege of such examinations may be extended to High Schools below the four-year standard in all subjects in which their students may be properly prepared.

(10) That private and endowed institutions of learning be allowed the same privileges as are specified for high schools of equal grade.

It will be seen that this plan involves the following points:

(a) It examines the product of each school, and by so doing it examines the school. This gives the school a certain standing, which is acknowledged and allowed for in the case of certain specific minor failures in the actual examination itself.

(b) It provides one standard for all the counties of the State instead of possibly having one hundred slightly different standards.

(c) It gives the school a definite idea of its own standing from an impartial Board such as it is impossible to get in any other way.

(d) It does not in any way interfere with the Diploma of the high school itself, and allows the high school to have its own Commencement and give its Diplomas to all those that it allows to graduate, while admitting those who are fit to the possible receipt of a standard High School Diploma with the approval of the State Board of Examiners.

(e) It allows those schools that are below the proper standard of a full four-year high school to get some idea of just how far they are behind, and this information will lead them gradually to attain to the full standard.

(f) The possession of a certificate of this kind would unquestionably turn out to be a much desired honor, and would be accepted for satisfactory evidence in a great many cases.

AMONG THE PUBLIC HIGH SCHOOLS

Extracts from Principals' Preliminary Reports

ALEXANDER COUNTY

PRINCIPAL B. O. THOMPSON, Taylorsville High School:

The school building is badly overcrowded. The public seems determined to have additional facilities. The committee is making arrangements for a building to be completed for next year.

Many from the county have rented rooms and board themselves; others are boarding in private families.

ANSON COUNTY

PRINCIPAL J. A. McARTHUR, Lilesville High School:

First month enthusiastic. The Betterment Association furnishes us a piano for chapel exercises.

PRINCIPAL E. P. MENDENHALL, Polkton High School:

We are badly in need of funds to equip a laboratory. Our local committee will contribute \$50. Will the State duplicate the same? [No. All necessary buildings and equipments for the high school must be provided by the local community and the County. No part of the high school fund can go for this purpose.]

ASHE COUNTY

PRINCIPAL WADE E. ELLER, Helton High School:

The dormitory, dining room and kitchens are under the control and management of a private family. The Principal lives in the dormitory. [A dormitory costing \$1,000 and built by a stock company will become the property of the school at the expiration of a seven-year lease.]

AVERY COUNTY

PRINCIPAL W. M. FRANCUM, Montezuma High School:

The prospect is good for a flourishing school at this place. We hope to have twenty-five in the High School Department soon. The people seem to be interested in the High School.

BERTIE COUNTY

PRINCIPAL J. B. THORN, JR., Aulander High School:

We are planning to enlarge the district and to erect a new building. We have two good working literary societies,—one for the boys and one for the girls.

PRINCIPAL F. E. HOWARD, Abbottsburg High School:

The school needs a large building and a real dormitory. We are raising money for a supplementary library, and hope to raise enough later to paint the building inside and to buy more equipment.

Dormitory is managed by a private family. Teachers pay \$15 per month, and pupils pay \$10, or \$7.50 if they go home every Sunday.

PRINCIPAL W. W. WOODHOUSE, White Oak School:

A \$2,000 dormitory, belonging to the school, will be completed by January, 1913. A matron will take charge and manage financially, under the supervision of the Principal.

BURKE COUNTY

PRINCIPAL GEO. H. WEAVER, Glen Alpine High School:

Boarding in private families has been secured at minimum cost. Most of the boarding students rent rooms and do their own work.

CASWELL COUNTY

PRINCIPAL I. P. DAVIS, Milton High School:

By private subscription \$100 has been raised in the past two weeks for school repairs. Hope to raise enough for school to run eight months.

CLAY COUNTY

PRINCIPAL WALTER F. McCANLESS, Hayesville High School:

We are arranging to have an assistant high school teacher. We hope to get him this month (October) and add the fourth-year work.

COLUMBUS COUNTY

PRINCIPAL W. R. SMITHWICK, Whiteville High School:

Sanitary privies were built during the summer, and the school grounds fenced. The Civic League of the town is now at work to improve the school grounds. A piano was purchased at the beginning of the term. We now have two. Another man teacher was added to the high school faculty.

DARE COUNTY

PRINCIPAL J. L. WOODWARD, Manteo High School:

This is the first year of the public high school here. The people are taking a good deal of interest in the school. Attendance and deportment have been good. The building is somewhat dilapidated, but arrangements have already been made to have a large new school building with new desks and other conveniences by next September.

DAVIDSON COUNTY

PRINCIPAL S. G. HASTY, Churchland High School:

The dormitory, built by a stock company, will accommodate about 40 boys. It is run on the regular boarding plan. Board, including washing, lights, fuel, and room-rent, is \$8.75 per school month.

DAVIE COUNTY

PRINCIPAL FRED R. YODER, Farmington High School:

We have established a reading room, and we are raising funds for other improvements. Have added a supplement to the library. Many students outside the district are walking a long distance to take advantage of the high school.

DUPLIN COUNTY

PRINCIPAL C. R. SPENCER, Warsaw Graded and High School:

A handsome brick house, having 10 class rooms, an auditorium (capacity, 700), library, superintendent's office, ladies' room, music rooms, and large halls up-stairs and downstairs, is about finished. (Nov. 7, 1912.) Class rooms are built around hall 30 x 40. Cost over \$12,000. Old building is to be converted into a dormitory after Christmas.

DURHAM COUNTY

PRINCIPAL S. J. HUSKETH, Lowe's Grove High School:

We have repaired and are now fitting up the old school building for use in teaching Domestic Science. We have secured the services of a teacher to devote half her time to domestic science and the other half to music.

EDGECOMBE COUNTY

PRINCIPAL L. L. HARGROVE, Battleboro High School:

Twenty-three of our pupils drive in to school each day. They live too far to walk.

GASTON COUNTY

PRINCIPAL H. A. QUERY, Belmont High School:

A new building has just been completed and occupied (October, 1912). Also a new piano has been installed in the auditorium.

GATES COUNTY

MRS. T. W. COSTEN, PRINCIPAL Reynoldson High School:

Dormitory (and farm) worth \$3,500, owned by school, occupied by Principal and run by her as boarding house for teachers and pupils.

I wish the school could touch the industrial life of the boys and hold them long enough to give them some adequate training for life.

GRANVILLE COUNTY

PRINCIPAL J. B. VERNON, Stem High School:

We have a splendid literary society; a new piano was recently added; fifty-one volumes added to the library by donation; we expect to expend forty-five dollars on library this year; the music department has doubled in strength.

GUILFORD COUNTY

PRINCIPAL E. J. COLTRANE, Jamestown High School:

We have our new dormitory for girls completed, and it will be occupied after January 4th. It has 20 rooms and will accommodate 30 girls. It has a mess-hall and domestic science rooms. This was built by public funds at a cost of \$3,200. It will be operated on the club plan with a matron in charge. Board will be put upon the actual expense basis.

PRINCIPAL S. T. LILES, Monticello High School:

Dormitory, costing \$3,000, built by private citizen. One boys' club. Boys do their own messing.

HARNETT COUNTY

PRINCIPAL FRANK HARE, Angier High School:

New dormitory worth \$4,500 built by stock company. Principal and wife live in the dormitory. Principal's wife serves as matron. Board on club plan. It works well.

JOHNSTON COUNTY

PRINCIPAL Z. H. ROSE, Benson High School:

Dormitory does not belong to the school. It has only twelve rooms and is not large enough to accommodate the boarding pupils. Pupils have entered here from five counties.

PRINCIPAL S. E. LEONARD, Kenly High School:

School owns dormitory worth \$3,000. The Principal pays rent and has full supervision of the dormitory. He employs a matron. Both teachers and students room and board in it. [Mr. Leonard's report was made on Nov. 2. On Nov. 30th the dormitory was destroyed by fire. The loss was about \$4,000; insurance, \$2,000.]

MISS NANNIE LEACH, PRINCIPAL, Wilson's Mills High School:

We very much need a dormitory; were compelled to turn off a number of students for a lack of boarding accommodations.

LEE COUNTY

PRINCIPAL C. M. CAMPBELL, JR., Jonesboro High School:

Domestic Science is being taught with practice work in the school kitchen. Mrs. Akre, of our Betterment Association, is going to take charge of this work.

McDOWELL COUNTY

PRINCIPAL J. L. EASON, Nebo High School:

School owns dormitory which cost, a few years ago, \$4,800, built by public funds, local and county, supplemented by private subscriptions. The dormitory and mess hall are directly under the charge of a matron, indirectly supervised by the Principal. Board furnished at \$7 a month.

MONTGOMERY COUNTY

PRINCIPAL HOY TAYLOR, Biscoe High School:

Another teacher is badly needed. The State or County or both should be required to furnish more money. Two-thirds of the students are from outside the local district, and only one-third of the money comes from outside sources.

The county might be required to levy a special high school tax, and the State maximum apportionment might be increased. One of these two things must be done if this school is to live and prosper.

NASH COUNTY

PRINCIPAL A. R. WILLIAMS, Castalia High School:

Two dormitories worth \$1,700 built and owned by private citizen. Nearly all boarding pupils board at the dormitory which is managed by the Principal.

PRINCIPAL H. A. NANNY, Red Oak High School:

School has two dormitories, one built by private subscriptions and the other by public funds, local and county. The two are worth \$3,000. The dormitories are run by a matron. Rooms are provided with furniture. Board is given at actual cost of food and preparation. Room rent is fifty cents a month.

There is a music department in connection with the school. We also have a class in Domestic Science that is doing extraordinary good work.

NORTHAMPTON COUNTY

PRINCIPAL D. B. BRYAN, Rich Square High School:

A \$4,000 dormitory is now under construction. It will probably be opened this year, and will be under the supervision of the Principal. Room rents will pay the matron and incidentals, and board will be given at actual cost.

POLK COUNTY

PRINCIPAL E. W. S. COBB, Columbus High School:

The school owns a dormitory worth \$2,000 built by private subscriptions. The Principal and his wife have charge of the dormitory. They get for their trouble their board and house rent. Board is given at actual expense for provisions and one cook.

RANDOLPH COUNTY

PRINCIPAL T. J. COVINGTON, Trinity High School:

The dormitory is placed under the supervision of a matron and the students do their own work.

A high school district fair is to be conducted under the supervision of the high school November 22-23, to include all the public schools of the five townships from which we draw high school students.

We have a record-breaking enrollment attendance. [Mr. Covington's report was made November 8th. The school fair was held at the appointed time and was pronounced "a great success." Large numbers attended the fair to see the excellent exhibits from the various schools and to hear the addresses. The fair opened on Thursday night and closed on Saturday. Addresses were delivered by Mr. N. W. Walker, State Inspector of Public High Schools; Dr. J. Y. Joyner, State Superintendent of Public Instruction; Maj. W. A. Graham, Commissioner of Agriculture; Dr. W. S. Rankin, Secretary to the State Board of Health; and Dr. Joseph Hyde Pratt, State Geologist.]

ROBESON COUNTY

PRINCIPAL C. E. TEAGUE, Philadelphus High School:

The dormitory belongs to a lady in the district who lets us use it free of charge. We have a matron with whom the teachers and students board.

PRINCIPAL M. SHEPHERD, Orrum High School:

The dormitory belongs to the school. It was built by public funds, and is worth \$3,000. The dormitory is kept by a family, and a small rental is charged each student. The mess hall or house is kept by a lady who cooks for so much per student. The student furnishes the rations.

WAKE COUNTY

PRINCIPAL LESLIE W. BULLARD, Bay Leaf High School:

Dormitory built by stock company. There is also a mess hall. A family lives in the dormitory and prepares the meals. Students pay \$10 per month, and are subject to the rules of the Principal who is supposed to room and board in the dormitory.

PRINCIPAL M. B. DRY, Cary High School:

There are two dormitories—one for boys in the school building owned by the school; another for girls is rented by the school. Boys get meals at matron's home on the school campus at \$9.00; girls pay \$8.25 at the girls' dormitory. Boys pay \$1.50 and girls pay \$1.75 for rooms. The school furnishes fuel, lights, etc. We have 86 boarders, including those in the seventh grade.

WARREN COUNTY

PRINCIPAL E. P. DIXON, Wise High School:

We have a dormitory here that was formerly built for a hotel. It contains 12 bedrooms, a lobby, a large dining room, and kitchen, and three other rooms for the person who runs it. This building is worth \$3,500. It has not yet been turned over to the school, though I think it can be secured as a gift, at any rate a large part can be. We could not open it this fall as we did not get matters arranged. It was so late when we secured it. We have a man and his wife in charge, and are now ready for students.

We offer to any student a furnished room, wood, cook hire, matron and manager hire, rent of room, etc., for \$2.50 per month. Board at cost on club system.

WILKES COUNTY

PRINCIPAL R. W. BOBBITT, Wilkesboro High School:

Old school building converted into a dormitory. It is worth about \$2,500.

WILSON COUNTY

PRINCIPAL E. L. GREEN, Lucama High School:

Old school building converted into a dormitory. It is worth about \$1,000. Principal and wife live in the dormitory and board all teachers and pupils that wish board.

During the summer the school built some stables on school grounds for use of pupils that ride to school. We have several that ride from 3 to 5 miles.

YADKIN COUNTY

PRINCIPAL PAUL H. NANCE, Courtney High School:

A six-room house for the Principal, costing \$700, has been begun. Four rooms have been finished.

THE HIGH SCHOOL DEBATING UNION

N. W. W.

The success of the North Carolina High School Debating Union, recently launched under the auspices of the Dialectic and Philanthropic Literary Societies of the University, is assured. Over one hundred schools have entered. Unfortunately, some of those wishing to enter are debarred from competing this year because of the fact that triangles in which to place them could not be arranged. By another year we hope to have the triangles so arranged that every school may enter that desires to do so.

The principals of the schools forming each triangle should at once make all necessary local arrangements for the debate. The first thing to do is to arrange a program, that is, decide definitely which school each visiting team shall debate and notify the secretary of the Committee, Mr. E. R. Rankin, Chapel Hill.

For purposes of convenience suppose we take the triangles as they are arranged and printed below, numbering the schools in the first column 1; those in the second, 2; and those in the third, 3, remembering, of course, that the team debating at home has the affirmative side of the question in every case. School number 1 sends its negative team to debate school number 2; school number 2 sends its negative team to debate school number 3; and school number three sends its negative team to debate school number 1. *This is merely a suggestion; triangles that have already arranged their program should not change, and those that wish to arrange a different program are perfectly free to do so.* But do this at once and notify the secretary. The other necessary local arrangements, such as selecting judges, etc., will suggest themselves. But be sure to make these preliminary arrangements in ample time, and notify the Secretary, Mr. Rankin.

Here's luck to you, and may the best win!

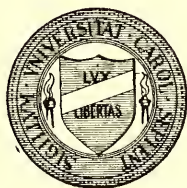
THE TRIANGLES

Raleigh	Greensboro	Charlotte
Durham	Goldsboro	Rocky Mount
Asheville	Hendersonville	Waynsville
Washington	New Bern	Elizabeth City
High Point	Winston	Reidsville
Statesville	Concord	Salisbury
Lenoir	Morganton	Hickory
Oxford	Weldon	Louisburg
Wilson	Greenville	Kinston
Troutmans	Scotts	Harmony
Cary	Wakelon	Holly Springs
Murphy	Andrews	Hayesville
Chapel Hill	Graham	Burlington
Madison	Stoneville	Wentworth
Farmington	Courtney	Cooleemee
Stem	Creedmoor	Knap of Reeds
Benson	Battleboro	Lucama
Rosewood	Falling Creek	Pikeville
Rowland	Philadelphus	Harmony Heights
Mt. Pleasant	Fallston	Piedmont
Gastonia	Shelby	Cherryville
Hawfields	Mebane	Haw River
Appalachian Tr. S.	Cullowhee	Marion
Stony Point	Taylorsville	Hiddenite
Pilot Mountain	Pinnacle	*Walnut Cove
Jamestown	Trinity	*Ruffin
Pittsboro	Carthage	Pleasant Garden
Rockingham	Monroe	Sanford
Wise	Macon	*Roanoke Rapids
*Saluda	Columbus	*Tryon
Atlantic	*Oriental	*Aurora
Bahama	Lowe's Grove	*Hillsboro
Smithfield	Kenly	*Fremont
Wilkesboro	N. Wilkesboro	Boonville
Laurinburg	Harmony Heights	*Hamlet

* Schools thus marked had not given a final answer at the time the *Bulletin* went to press.

**SUPPLEMENT TO THE NORTH CAROLINA HIGH SCHOOL
BULLETIN
JANUARY, 1913 VOL. IV—NO. 1**

**SELECTED ARGUMENTS
ON
WOMAN SUFFRAGE**



**COMPILED BY
HIGH SCHOOL DEBATING COMMITTEE
Dialectic^{ss} and Philanthropic Societies
UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL, N. C.**

REGULATIONS CONCERNING THE HIGH SCHOOL DEBATING UNION OF NORTH CAROLINA

*(Under the Auspices of the Dialectic and Philanthropic Literary
Societies of the University of North Carolina).*

1. The Dialectic and Philanthropic Literary Societies of the University of North Carolina will suggest a query to be discussed on a given date, by the high schools entering the Union, (this date to be determined by the Societies after they have ascertained the wishes of the schools themselves) and will furnish from the University Library, free of cost, in pamphlet form, such material as will enable them to comprehend and discuss intelligently the various points covered by the question. Additional sources of information will be indicated from which other material may be secured by the teams at their own expense if they desire it.
2. All secondary schools of North Carolina, however supported, offering regularly organized courses of study above the seventh grade, and not extending in their scope and content beyond a standard four-year high school course as defined by the State Department of Education, shall be eligible for membership in the Debating Union.
3. All schools accepting this offer of the Societies and thus becoming members of the Union shall be arranged by the Societies into groups of three, for a triangular debate, the status and standards of the schools, their proximity, accessibility, and convenience of location to be considered in forming the groups. (The suggestions of the different schools as to whom they would like to debate will be gladly received and will be observed if possible).

4. Each school of each triangular group shall agree to furnish two debating teams of two members each, the one to uphold the affirmative side of the query, and the other to defend the negative side.
5. The team debating at home shall in each case uphold the affirmative side of the query, and the visiting team shall in each case defend the negative side.
6. The schools themselves shall select and agree upon the judges of the local contests.
7. Each speaker shall have twenty minutes at his disposal, not more than five of which shall be used in the rejoinder.
8. Any school which shall win both the affirmative and negative sides of the query shall be entitled to send both its teams to the University, at Chapel Hill, for the State championship contest.
9. The school having the strongest team on the affirmative side of the query and the school having the strongest team on the negative side shall be entitled to contest publicly in the University Chapel for the Aycock Memorial Cup. (The strongest team on each side of the query is to be determined by means of a preliminary contest at Chapel Hill).
10. The school which shall win the debate, thus finally held, shall have its name inscribed on the Memorial Cup, together with the names of its two winning representatives.
11. Any school which shall win out in the final contest for two years in succession shall have the cup for its own property.
12. All high school representatives sent to the University in this contest will be met at the station by a committee of the Societies and entertained by them as the Societies' guests while at Chapel Hill.

NOTE: *Girls are eligible to enter these contests as well as boys.*

PREFATORY NOTE

The query, "Resolved, That the Constitution of North Carolina should be so amended as to allow women to vote under the same qualification as men" was selected by the committee from the Societies because of the growing importance of the woman suffrage movement. At the recent election this fall four States, Kansas, Michigan, Arizona, and Oregon, adopted constitutional amendments granting suffrage to women. The following States have had equal suffrage for a number of years: Wyoming, Colorado, Utah, Idaho, Washington, and California. Among the other American States said to be leaning toward the granting of suffrage to women are: the Dakotas, Nevada, Montana, Ohio, Texas, Pennsylvania, Connecticut, Massachusetts, and Iowa. Seventeen additional States give school suffrage to women, this bringing the total number of States granting full or partial suffrage up to twenty-seven. At the recent election a woman was elected one of the presidential electors from Washington. She is the first woman to be a member of the electoral college. Thus it is probable that in the course of a short time North Carolina will have to decide whether or not she shall allow her women to vote.

The preliminary triangular debates throughout the State will be held Friday, February 21, 1913, and the final contest for the Aycock Memorial Cup will be held at Chapel Hill two weeks later, March 7. For the benefit of some who may not fully understand Sections 4 and 5 of the Regulations, a fuller explanation of these sections is given: Each school in the Union puts out two teams, one to uphold the affirmative at home with a visiting team of the same triangle and the other to defend the negative at the third school in the triangle. For instance, in the triangle of Raleigh, Greensboro, and Charlotte, Raleigh debates the affirmative at home with a negative team from Charlotte, and sends a negative team to Greensboro; Greensboro debates the affirmative at home with a negative team from Raleigh, and sends a negative team to Charlotte; Charlotte debates the affirmative at home with the negative team from Greensboro, and sends a negative team to Raleigh.

Resolved, That the Constitution of North Carolina should be so amended as to allow women to vote under the same qualifications as men.

OUTLINE

Introductory note: This outline is made merely for the purpose of offering some suggestions as to points and as to a method that may be followed in arguing the question.

INTRODUCTION

1. Better education and advanced ideas of government have brought about a demand for more rights and privileges for women.

2. One of the most important of these is woman suffrage.

3. In practically all the leading countries there is an agitation for woman suffrage. There are ten American States: Wyoming, Utah, Idaho, Colorado, Washington, California, Kansas, Michigan, Arizona, and Oregon, that have woman suffrage. Also, New Zealand, Australia, Norway, Switzerland and other foreign countries have woman suffrage.

4. The question presents four main issues:

- (1) Do women have the right of suffrage?
- (2) Is it best for them to have it?
- (3) Is it best for the State for them to have it?
- (4) Have the results of woman suffrage been such as to justify its extension?

AFFIRMATIVE

1. Granting that the suffrage is not a natural right nor a right given by the Constitution of the United States, it is a right to which they are entitled.

A. It should be provided for on the ground that mental equipment rather than physical ability is the correct basis for granting the privilege of voting.

(1) Women are the equals of men in mentality.

B. It is in keeping with the prevailing ideas of American democracy of today.

- (1) All people, *barring certain restrictions*, who are governed have a voice in determining the character of their government.
- II. The suffrage would be beneficial to women.
 - A. It would broaden them mentally and socially.
 - (1) By reason of the right to vote they would be led to study civil and political questions.
 - (2) By being placed on an equality with men women would receive greater respect for their opinions.
 - B. It would result in laws more favorable to woman's economic and legal rights.
 - (1) New occupations would be open to women.
 - (2) They would receive better wages.
 - (3) They would legislate against inequalities to which they are subjected under present laws.
 - (a) They would do this in regard to the division of property.
 - (b) They would do this in regard to matters of taxation.
- III. Woman suffrage would be beneficial to the State.
 - A. By reason of their character women are well qualified to vote.
 - (1) They have a keener sense of right and wrong than men.
 - (2) They are qualified mentally to vote.
 - (a) They are better students than men.
 - B. Equal suffrage would result in less corruption in politics.
 - (1) Women would demand that candidates be of high moral character.
 - (2) They would carry the wholesome conservation of the home into politics.
 - C. Equal suffrage would result in laws more favorable to homes, schools, public health, etc.
 - D. Women would be better trained, as a result of their activity in politics, to instill correct ideas of citizenship in their children.
- IV. The reasons and considerations that make woman suffrage advisable and efficient in other States hold good in North Carolina.
 - A. Equal suffrage has proved successful where it has been tried.
 - (1) Better men have been nominated for office.
 - (2) Elections have been more orderly.

- (3) The dignity of woman has not been lowered, and the welfare of the home has not been endangered.
- B. There is no fundamental difference between the people of North Carolina and the people of the States which have woman suffrage.
- C. The absence of large towns in this State makes impossible the corruption at the polls which exists in large cities.
- D. North Carolina's progress, especially in education, warrants this progressive step.

NEGATIVE

- I. The suffrage should not be granted to women.
 - A. Women are not the equal of men mentally.
 - (1) They have not shown their mental equality.
 - (a) In constructive policies.
 - B. They could not carry into effect the measures they might enact.
 - (1) They do not have the physical power.
 - C. The granting of the suffrage to women is not demanded by the principles of present day democracy.
 - (1) Women have representation in government through men.
 - (a) Even Congress works through representative committees.
 - (2) Many men pay taxes and are not allowed to vote.
- II. The suffrage would be detrimental to women.
 - A. It would burden women with new responsibilities.
 - (1) They would be placed in office.
 - B. It would lower them in the estimation of men.
 - C. It would take them out of their proper sphere of life.
 - D. Their suffrage would be used by bad, as well as good women.
- III. The suffrage would be detrimental to State interests.
 - A. Women would not fully understand the issues involved and would be a dangerous tool in the hands of scheming politicians.
 - B. More unscrupulous women would vote than conscientious ones.
 - (1) The corrupt element of a city usually gets control of the city's government.
 - (3) Men who do not vote are often the best of men.

- (4) Bad ones are often used by scheming politicians.
- C. Women would neglect the home.
 - (1) Political duties would take their attention away from the home.
 - (2) Women's organizations, religious, civil and moral, would lag.
- D. It would result in dissensions in the home.
 - (1) The unity of the home would be broken.
 - (2) Quarrels over political matters would ensue between husband and wife.
- IV. Results in States which have tried woman suffrage do not warrant its adoption in North Carolina.
 - A. Women, having obtained the right in other States, show little interest.
 - (1) Comparatively few have registered or voted.
 - (2) Almost none have attended the primaries.
 - (3) Enthusiasm in Colorado, Utah and Oklahoma is short-lived; a fad.
 - B. There is no demand for it in this State.
 - (1) No organized movement has shown itself.
 - C. Conditions in North Carolina are not similar to those prevailing in other States.
 - (1) North Carolina is a conservative State.
 - (2) Southern women, and particularly North Carolina women, have always been noted for their ideal home life, and not for a political or business-like temperament.
 - D. North Carolina's progress, especially in education, is no argument for woman suffrage.
 - (1) Woman suffrage does not necessarily follow the education of women.

THE LOGICAL BASIS OF WOMAN SUFFRAGE

BY MRS. ANNA G. SPENCER.

Sup. to The Ann. Am. Acad., May, 1910.

The significance of the Woman Suffrage Movement is two-fold; it is a response to the general movement of Democracy toward the individuation of all members of all previously subjected or submerged classes of society; and it is also a social response to the new demands of citizenship which have followed inevitably the new and voiced increase in the functions of government.

The response to the general movement toward democracy has in less than one hundred years changed the conditions of woman in the chief centers of so-called Christian civilization from that of "Status" to that of "Contract;" a complete change from that condition in which the married woman while her husband lived could neither hold property, make business contract, receive wages in her own right for her own work even outside the home, acquire legal powers over her own children, act as guardian for a minor child, her own or another's, or in any manner acquire the rights of an adult individual, under the law. During her marriage, she was, as a minor child, protected in some manner against "abuse" (of which in quantity and in quality men and not women were the judges), but in no sense invested with the rights of an independent adult person under the law, as in social, educational or industrial citizenship.

It was, of course, inevitable that the doctrine of the rights of men should come at last to include the rights of woman, just as it was inevitable that the rights of white men should come at last to include the rights of black and yellow and brown men. The great eighteenth century struggle in human progress was for the recognition of what Charles Sumner called "That equality of rights which is the first of

rights.' It was for a scheme and practice of political organization which should deny special privileges to any, which should secure liberty and greater justice in all the relations of life to all the different classes of men than had before been known. Although the winning of such measure of democracy in government as we have attained does not bring in the Millenium, and has not yet been applied perfectly enough even to men to fully increase its influence for good, any student of history can challenge the most pessimistic observer of American life to furnish an example of any more aristocratic form of government which has resulted in as high an average of physical, mental and moral well-being for the majority of the people as even such a partial democracy as our own. Women, since Abigail Adams demanded of the framers of our Constitution some recognition of the rights of women in their deliberations, have seen that there is no argument that can be framed for equality before the law for all classes of men that does not apply with equal force to both sexes. The woman suffrage movement, however, is only as old as the immortal Seneca Falls meeting of 1848. That was a "Woman's Rights Meeting," and only incidentally and without hesitation pledged to a demand for the ballot; its chief stress being laid upon higher education for women, better industrial conditions, more just professional opportunity for qualified women, and larger social freedom; together with a strong appeal for the legal right of adult women to have and to hold property and to secure that "Contract of Power" that marks the dividing line between a responsible person and a child or imbecile.

There are two arguments, and only two, that can possibly be brought against the application of the general principles of democracy to law-abiding and mentally competent women—one is that women are not human beings; the other that they are a kind of human beings so different from men that general principles of right and wrong proved expedient as a basis of action in the development of men do not apply to them.

I take it that this company would not subscribe to the ancient belief that "Women have neither souls nor minds," but are a "delusion and a snare," invented for practical purposes of life, but not to be counted in when the real life

of humanity is under consideration. Are then women of such a different sort of humanity that they do not need individual protection under the law, do not require the mental and moral discipline of freedom and personal responsibility for the development of character are justly and fully provided for through the political arrangements of men, by men and for men, and therefore should be forcibly restrained from complete citizenship? Some, many, seem to believe.

The political democracy fought for in the eighteenth century, and partially obtained, led inevitably to the educational democracy struggled for and partially obtained in the nineteenth century, and most strikingly illustrated in the American public school. The industrial democracy now striving toward realization must follow the sharing of political rights and duties and the educational preparation for good and wise citizenship which we have in such large measure already attained. Now the democratizing of the family and of the social life is an inevitable and more and more conscious demand in order that we may have real and not sham, full-orbed and not partial, democracy may be nurtured and developed. Unless women are made the vital and more responsible part of democracy in education, and democracy in political service, and democracy in industrial organization, they cannot rear fit citizens for a genuine and matured democratic State. Thus, unless you repudiate democracy you must finally include in its range of social influence all classes and both sexes.

The second element of significance in the woman suffrage movement is the social response to the new demands of citizenship made by the new type of State which has been developed in this later stage of human progress. The family and the Church used to take care of education; industry used to be a personal concern of domestic handicraft. Now all the functions of social order have been differentiated and started on separate but inter-related careers. The Church is not now a legal power; the school has become a function of the State; the new industrial order has necessitated legal protection of the weak and ignorant against the strong and shrewd. The State has gradually, and in these later days with astonishing celerity, taken over not only education, but charity and constructive social effort toward the common welfare. A thousand details of truly spiritual activity, which once were held solely within the sphere of the domestic

and religious life, are now concerns of Government.

What are the great functions of social service for which "human beings of the mother sex" have been held chiefly responsible since society began? The care, the nurture, the development of child-life; the care of the sick, the aged and infirm; the relief of the unfortunate; the protection and care of the defective; the general ministry of strength to weakness. These are the functions that the Modern State has taken over from the home and from the Church. These are the functions the Modern State *cannot perform without the direct and voiced aid of women*. These are the Modern State activities that make the largest army of public employees the teachers, of which ninety per cent. are women; and the next largest army the caretakers of the sick and insane and unfortunate of every kind, of which at least three-fourths are women. "Yes," but the Anti-Suffragist says, "women should work as subordinates for society through State employment, but they should not become a part of the political powers of control and supervision." Then, if that be so, women are degraded from their ancient position in the office of personal ministry; for women, under the old regime of education, had command of the training of all the girls and all the little boys; and under the old regime in charity not only did the work, but determined what that should be.

If, then, women are human beings and not so unlike men as to render all human experience useless in a matter of their character development, they, too, as well as men, must be sent to school, to political duty and responsibility, if they are to rightly serve as mothers and teachers of potential citizens of democratic States.

If, then, the State, as can be easily proved, has taken on in modern times functions of dynamic social influence in education, in charity, in protection and development of the personal life, thus undertaking the things which, from the foundation of society, has been peculiarly "woman's sphere," it is as absurd as it is unwise and socially harmful to deprive the State of the service of women in all capacities of both subordinate activity and trained supervision and control.

This all means on both these grounds that women must be given the duty and responsibility as well as the power of the ballot in order that there may be established a free, recognized and obvious channel by which the value of women's contributions to the State may be conserved and effectively applied to social welfare.

ANSWER TO THE ARGUMENTS IN SUPPORT OF WOMAN SUFFRAGE

BY LYMAN ABBOTT.

Sup. to Ann. Am. Acad., May, 1910.

In my study of the suffrage movement, and it has been a subject of study with me for fifty years past, I have discovered but five arguments in support of this revolutionary demand.

It is claimed that the suffrage is a natural right, as much so as the rights of person and of property, and that we must do justice though the heavens fall. The notion that suffrage is a natural right is a relic of the French Revolution which has not survived in political philosophy the doctrinaires who gave birth to it. The rights of persons are absolute and unconditioned. Whatever his age and condition, the child has a right to his life—killing the unborn child is murder; his right to his property is absolute and unconditioned—if he is not old enough to administer it himself, a guardian is appointed, or his natural guardian is entrusted with its keeping and its care. But the right of suffrage is always determined by the community which grants it; it depends upon an age artificially determined on, upon a residence artificially defined. The would-be voter must have resided in the Nation a certain number of years, in the State a certain number of months, in the district a certain number of days. In some States he must have an educational qualification, and in others a property qualification, and in others he must have paid taxes. But the payment of taxes does not give him the right to vote. He must pay taxes in every State in the union, and in every county of the State, but he can vote only in one county of one State. Suffrage is a prerogative conferred by the community, and conditioned when it is

conferred. A man has no more natural right to vote in a political campaign than he has to vote in a State legislature.

It is claimed that women must be given the suffrage to protect them from the injuries inflicted on them by men. I confess that this claim arouses my indignation. To set class against class is bad, to set race against race is worse, to set religion against religion is even more perilous; but to set sex against sex is a degradation so deep that political polemics can go no further. That a hundred years ago women suffered under legal limitations which worked injustice is undoubtedly true. Some of them were framed for woman's protection; others of them were a relic of an earlier barbarism. Both have disappeared with an advancing civilization. All lawyers know that the prejudice of all juries and of many judges is in favor of woman in any case in which women are involved. All legislators know that a woman's lobby is a most difficult one to resist. If there are any disabilities under which women still suffer because they are women, I venture to affirm that a common appeal would invariably and quickly bring their repeal. I do not forget the appeal made last year by the teachers in New York City for a law requiring equal wages for equal work. But it was not an appeal by women for women; it was an appeal by a special class for that class. That the suffrage is not necessary to protect women against the oppressions is strikingly illustrated by a recent decision of the Supreme Court of the United States, in which it was decided that a law limiting the hours of woman's labor in the factory is constitutional and that she has a special right to protection by the law because of her special disadvantages, a right which the man working at her side does not possess.

It is also claimed, with what adequacy of evidence I do not know, that wage earning women desire the ballot. The fact that twenty per cent. of the women are wage earners and that only five per cent of the women in industrial Massachusetts voted that they wished the suffrage, does not confirm this claim. But were it true, what then? Over half the wage

earning women in the United States cease to be wage earners at twenty-five.

Finally we are asked to impose the ballot upon women as a means of securing moral reforms which the men are either unwilling or incompetent to accomplish. Perhaps the argument which has been the most effective to counter-balance the objection to woman suffrage has been that they could vote for the abolition of the saloon. The women who are affected by this argument forget that Hebrew history had a Jezebel as well as a Queen Esther, and a European history a Lucretia Borgia, and a Katherine de Medici, as well as a Queen Victoria. Vice, ignorance, and superstition are not confined to either sex. I accept the testimony of the President of the United States, of Mr. Elihu Root, and of Mr. James Bryce, that woman suffrage has not produced any marked improvements in the condition of women, or of the State.

The primary duty of the woman is to be the helpmeet, the housewife, and the mother. The call of woman to leave her duty, and take up man's duties, is an impossible call. Mothers, wives, sisters, I urge you not to allow yourselves to be enticed into assuming functions for which you have no inclinations. Woman's instinct is the star that guides her to divinely appointed life, and it guides to a manger where an infant is laid.

BIBLIOGRAPHY OF WOMAN SUFFRAGE

The government publications listed below can usually be obtained by the student through the Congressman from his district. Additional material can also be secured sometimes from the Congressman, upon the written request of the student. If more affirmative material is wanted than is given in this bulletin, write to the National American Woman Suffrage Association, 505 5th Ave., New York City, for a list of pamphlets and prices. The best single publication to get from this Association is a bound volume entitled "Woman Suffrage, Arguments and Results." Price, 25c. For additional material on the negative side in addition to the references given in this bibliography, send to the New York State Association Opposed to Woman Suffrage, 29 W. 39th St., New York City, and to the Massachusetts Association Opposed to the Further Extension of Suffrage to Women, Room 615, Kensington Building, Boston, for a list of pamphlets that these organizations have for distribution. In the lists given below the articles which are starred (*) are quoted from or summarized in the pamphlet which is sent, under separate cover, to all schools having membership in the Union.

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EXPLANATORY NOTE

This brief pamphlet is being sent to all the high schools of the State, irrespective of whether they are members of the High School Debating Union, or not. The Literary Societies of the University realize the need for encouragement of debating in the Secondary Schools of North Carolina and promise to do all in their power to meet this need. If your school, Mr. Teacher or Student, is not a member of the Union this year, we earnestly hope that by next year you will be able to join us and the one hundred other high schools that are already enrolled in the Union. A lasting stimulus in debating in every secondary school of the State is the aim of the Dialectic and Philanthropic Literary Societies of the University.

Sincerely yours,

HIGH SCHOOL DEBATING COMMITTEE:

ARNOLD A. MCKAY, *Chairman*.

E. R. RANNKIN, *Secretary*.

HORACE SISK.

T. E. STORY.

A. L. HAMILTON.

R. C. SPENCE.

L. R. WILSON.

N. W. WALKER.



THE NORTH CAROLINA HIGH SCHOOL BULLETIN

N. W. WALKER, Editor.

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To be sure we must take into consideration the limitations of every situation with which we deal. But I argue for positive leadership instead of mere passive compliance; for the creative legislation which opens the pathway of the people to wider knowledge than the mere ability to haltingly read the printed language, and to a broader liberty than the liberty to do as they please.

It is true that the road to knowledge and to the liberty of usefulness and common helpfulness to which I refer is filled with obstacles and obstructions, and we may take but one step forward at a time. But it is the law of nature that we may approach tomorrow's task only from the standpoint of today's duty well performed. The road to knowledge and to liberty broadens only as we move forward. Stand still, and the horizon never widens. But advance, climb the hill in front of us, and the sky line recedes as we go forward.—HENRY A. PAGE.

APRIL, 1913

GENERAL ANNOUNCEMENT.

THE NORTH CAROLINA HIGH SCHOOL BULLETIN is published quarterly by the University, and will be sent free of cost to superintendents, principals, and high school teachers of the State who may wish to receive it. It is devoted to the building up of North Carolina High Schools. The BULLETIN will publish from time to time, in addition to other matters of interest to high school teachers, pertinent discussions of secondary school conditions, problems, etc., and will endeavor to make itself helpful in whatever ways it can. It will welcome from the school men of the State suggestions looking to its larger usefulness.

The North Carolina High School Bulletin

VOL. IV.

FIFTY CENTS A YEAR.

NO. 2

EDITORIAL COMMENT

John Addison Bivins

What, here so soon?
Sunset and night?
Why, I have work that needs the noon
And day's broad light!
See! On the palette, there, the colors are but set,
The canvas still unwet,
And it is night!


The untimely death of John Addison Bivins, State Supervisor of Teacher Training, which occurred at Raleigh on Sunday night, March 2nd, removed from the ranks of the State's educational workers and leaders one of the most efficient and most loyal men ever consecrated to the cause of popular education in North Carolina. A truer man never lived. Those of us who knew him intimately in his daily work loved him as a brother, and his loss is indeed to us a personal loss; but the memory of his splendid life will abide with us like a hallowed benediction.

The following beautiful tribute by Dr. Joyner is but the voiced sentiment of us all:

"He was a man of scholarly tastes and attainments and varied and accurate information. He was easily one of the best known, most useful and most popular teachers of the state. His work as supervisor of teacher-training and director of institutes brought him into close personal and official relations with thousands of teachers in all parts of the state. They loved him, honored him, and leaned upon him strongly for advice, direction and assistance. He was devoted to his profession, and filled with the spirit of the true teacher. His work in organizing and directing county institutes, teachers' associations and teachers' reading circles constitutes one of the most distinctive and valuable services rendered by anybody to the cause of education in this state during the past quarter of a century. This work will live forever in the hearts and lives of those with whom he worked.

"I have never known a more faithful and lovable friend, a gentler,

kinder, cheerier, more unselfish man. To those of us who have been in daily association with him in the state department of public instruction for years his loss is irreparable. His place can never be filled. Wherever and whenever he came and went he left a track of sunshine behind him. His passing out to return no more has shrouded our department and our hearts in gloom, and filled us all with a sorrow too deep for utterance."



The High School Hand-Book To Be Revised

The North Carolina Hand-Book for High School Teachers is undergoing revision for a third edition to be published this spring. The High School Inspector is now engaged on the work of revising the second edition and hopes to have the new edition ready for distribution in June. Copy will not be turned over to the printers until after the High School Conference at Chapel Hill in May. It will be held back in order that the conclusions reached at this conference may be incorporated. In the meantime the High School Inspector will welcome from superintendents, principals, and teachers any constructive suggestions that they may offer looking to the improvement of the Hand-Book as a whole or in any particular.

Final Reports

Early in April blanks for the final reports will be mailed out from Raleigh to all principals of public high schools, superintendents of city schools, and principals of private schools. Don't misplace them; but keep them, and promptly at the close of the term give the State Superintendent of Public Instruction the information asked for. A good deal of this can be compiled before the close of the term. Get this ready in advance and enter it on the report, and you will find that even amid the rush and hurry incident to the closing exercises the making of your annual report will not be so great a task. But don't delay about this. It is a matter of importance to the State Department of Education, and those who have to compile the statistics will certainly appreciate a prompt and accurate report at the close of your school term.

The High School Conference

The University extends a cordial invitation to the teachers and superintendents of the state, and to all others as well who are interested in the cause of education, to be present at the dedication of the new Peabody Education Building in May and to participate in the high school conference. This is going to be one of the most important educational meetings held in the state in recent years. We are coming together to confer about our common high school problems and to formulate plans that will be carried out. Everyone who has a constructive suggestion to make should try to be present and contribute what he has to offer. In a multitude of counsel there is wisdom. The program for the occasion is given herewith.

HIGH SCHOOL CONFERENCE AND DEDICATION OF PEABODY EDUCATION BUILDING. CHAPEL HILL, MAY 1, 2, 3, 1913.

THURSDAY, MAY 1.

3:00 P. M.—GENERAL SESSION. Topic: The Place and Function of the Secondary School in a System of General Education.

1. The Rural High School.....*Zebulon Judd*
2. The City High School.....*R. J. Tighe*
3. The Non-Public School.....*W. T. Whitsett*
4. The Program of Studies in Relation to
 - a. Preparation for College.....*E. C. Brooks*
 - b. Preparation for Vocational Activities...*J. E. Turlington*
5. Modern Tendencies in the High School.....*H. H. Horne*
6. Round-Table.

8:00 P. M.—GENERAL SESSION. Topic: Standards of Efficiency for the Secondary School As Determined by

1. The School Plant: Its Equipment and Environment*R. H. Latham*
2. Organization and Administration of the Program of Studies:

<ol style="list-style-type: none"> a. Required and Elective Subjects .. b. The Time Element c. The Requirements for Graduation) 	} <i>Edwin D. Pusey and Martin L. Wright</i>
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3. The Teachers: Their Preparation and their Working Conditions*J. A. Matheson*
4. The Product; or Measured Results*Geo. W. Lay*
5. Round-Table.

FRIDAY, MAY 2

9:45 A. M.—DEPARTMENTAL CONFERENCES.

1. English and History.
2. Modern Languages.
3. Latin and Greek.
4. Mathematics.
5. General Science: Physics, Chemistry, Botany, Biology.
6. Agriculture and Domestic Science.

3:00 P. M.—DEPARTMENTAL CONFERENCES CONTINUED.

At the departmental conferences the subjects of the curriculum will be presented and discussed from the standpoint of their pedagogical and functional values, with especial attention to their time allotment in the daily and yearly programs, their sequence and correlation, and methods of presentation.

FRIDAY, MAY 2

8:00 P. M.—DEDICATION OF PEABODY EDUCATION BUILDING.

1. A word of Welcome.....*Dr. F. P. Venable*
2. Responses:
 - a. On Behalf of the Country Schools.....*C. W. Massey*
 - b. On Behalf of the City Schools.....*John J. Blair*
 - c. On Behalf of the Private and Denominational
Schools and Colleges.....*J. H. Highsmith*
 - d. On Behalf of the State Schools and
Colleges*J. I. Foust*
3. Address: The Need for a Broader and Deeper Professional
Training for Teachers and Superintendents.....*J. Y. Joyner*
4. Address: The Function of a School of Education in a
State University*H. H. Horne*
5. A word from the Dean.....*M. S. C. Noble*
6. Reception in the Peabody Building.

SATURDAY, MAY 3

9:45 A. M.—GENERAL SESSION.

1. Reports of Committees on Discussions and Conclusions.
2. Discussion of Reports.
3. A Constructive Program.
4. Adjournment.

At the session Saturday morning will be presented the reports from the committees appointed in advance to summarize the discussions and conclusions of the general and the departmental conferences. It is our

hope that by means of this series of conferences we may arrive at some conclusions which will serve as a basis for a constructive program of high school development. At any rate, the discussions will not be left suspended in mid-air. The proceedings of the conference will be published either in a special bulletin or in the July number of the High School Bulletin.

Mr. Sams and Mr. McIntosh

Mr. E. E. Sams, heretofore chief clerk in the State Department of Education, has been appointed Supervisor of Teacher-Training to fill the vacancy caused by the death of Mr. Bivins, and Mr. C. E. McIntosh, of the Durham City High School faculty, has been appointed chief clerk to succeed Mr. Sams. Suffice it to say that in making both selections Superintendent Joyner has chosen well. Both are professional teachers and well equipped for their work. The teachers of the State will find in Mr. Sams a patient and sympathetic friend, a wise counsellor, and an enthusiastic co-laborer whose fine spirit of helpfulness and whose good judgment and common sense will make his closer contact with them pleasant, inspiring, and uplifting. And all who have dealings with the State Department of Education will receive at the hands of Mr. McIntosh the courteous consideration and the prompt and efficient handling of their school business that have characterized his predecessor. Both are young men; both are growing men; both will measure up to the exacting requirements of their new positions.

The Success of the Debating Union

Never before on one day was so much said in North Carolina on the question of woman suffrage as was said on February 21, when 360 high school boys and girls engaged in a state-wide debate on this question. Never before has any plan for a state-wide forensic contest in North Carolina met with such enthusiastic response on the part of superintendents, principals and teachers, as did this plan, or received so much favorable attention and comment on the part of the press and public generally. The Dialectic and Philanthropic

Literary societies are to be heartily congratulated upon the success of the project. To Mr. C. E. McIntosh, who originated the plan, and to Mr. E. R. Rankin whose untiring efforts as secretary of the committee made it go, much credit is due. A vote of thanks is certainly due to the high school principals without whose co-operation all efforts would have been futile.

NEW SCHOOL LEGISLATION

N. W. WALKER

The new school legislation enacted at the recent session of the General Assembly includes several laws of much importance. The most important, of course, is the law providing for an elementary school term of six months in every district in the State. Others are the compulsory attendance law, the new farm-life school law, the act authorizing women to serve on school boards and on the text-book commission, an amendment to the general school law authorizing county boards of education to employ a health officer, an act authorizing the establishment of traveling libraries, and still another, or rather an amendment to the loan fund act, authorizing the use of a part of the loan fund for the erection of dormitories in connection with public high schools. For convenience the new school legislation may be summarized under the following heads:

- (1) The Law Providing for a Six Months' School Term;
- (2) The Compulsory Attendance Law;
- (3) Changes in the General School Law;
- (4) Changes Directly Affecting the High Schools.

I

THE LAW PROVIDING FOR A SIX MONTHS' SCHOOL TERM

The main thing in this act is that it sets aside annually five cents of the State levy, in addition to the twenty cents now levied for schools, as a State Equalizing School Fund to be used in lengthening the school term in every district in the State to six months, or as near to that length of term as possible. Cities and rural districts share alike in the distribution of this fund. The fund is to be used only for the payment of teachers' salaries, and upon this basis it is to be distributed. Before a county is entitled to receive any part of the equalizing fund it must provide for a four months' school term by special levy,

if necessary, in every district in the county; but the special levy must not exceed fifteen cents on the hundred dollars' valuation, even though so high a levy should not produce the amount necessary to secure a four months' term. Funds derived from special tax are not to be taken into consideration in the distribution of the equalizing fund. Districts now under local tax are authorized to reduce the rate of their levy, if they so desire, proportionately to the amount received from the equalizing fund; but they must not reduce it to such a point as to shorten the school term below what it now is.

Under this act a direct State appropriation of two hundred and fifty thousand dollars is made, to be distributed by the State Board of Education to the various counties on the basis of school population. In this appropriation are included and combined the one hundred and twenty-five thousand dollars heretofore distributed to the various counties on the basis of school population and the one hundred thousand dollars (commonly known as the second hundred thousand dollars) heretofore distributed among the weaker counties to increase their terms to four months. To this amount is added twenty-five thousand dollars more, thus making the appropriation \$250,000.

This act will probably not accomplish for the first year or two what it purports to do, but the hopeful thing about it is that it puts machinery in motion which will accomplish the desired result within the next few years. And by taking this step we dedicate ourselves to the definite proposition to provide longer school terms and set for ourselves a higher ideal and a higher goal.

II

THE COMPULSORY ATTENDANCE LAW

There are five major factors that determine the efficiency of a compulsory attendance law: the number of years of attendance required, the amount of attendance required each year, the means of locating and enumerating the children that should be reached by the law, the control of the quality

of work in non-public schools, and the machinery for enforcing the law. The bill providing for compulsory attendance, as it was originally drawn, embodied the best American experience relating to compulsory attendance, adapted, of course, to our local needs and conditions. But when the bill finally passed it was something else. The age limits are from eight to twelve years; the term of attendance required each year is four months; there are ample provisions, of course, for exemptions and temporary absence; the violator is guilty of a misdemeanor, and upon conviction, is liable to a fine of not less than \$5 and costs and not more than \$25 and costs; and upon refusal to pay the fine imposed, may be imprisoned; attendance officers are appointed by the county board of education (one for each township) to enforce the law; the attendance officer is made school census-taker and record keeper; and provision is made to guard the quality of work done in non-public schools. The law does not apply to any county or city or district now under compulsory attendance. Special provision is made whereby graded school boards in towns or cities of 5000 or more inhabitants may appoint attendance officers and assign to them additional duties.

If the bill had passed in this form and stopped here, it would have been a reasonably effective law. But an amendment offered by Speaker Connor and adopted makes it possible for a county board of education practically to annul the act. It has been the experience of other states without exception that *a compulsory attendance law is no more effective than its machinery makes it*. In other words, a compulsory attendance law without adequate machinery for enforcing it is worthless. With the provision that county boards of education may at any time devise machinery by substituting rules of their own for the provisions of the act, and that when so devised these rules "shall supercede any of the provisions of this act," the bars are let down, and there is no assurance, nor can there be, that the law will be state-wide and effective in its application. A county board of education so disposed

is given the authority to devise machinery and rules that will virtually exempt its county from the effectiveness of the law. Here is the weakness of the act, and here is going to be a source of constant annoyance in administering the law until it is amended—that is, if we attempt to enforce compulsory attendance under it. Let us hope that when the Legislature meets in special session the Connor amendment will be stricken out.

In the meantime every possible effort must be made to get county boards of education to put the law into effect as it stands by refusing to change the machinery in any particular.

III

CHANGES IN THE GENERAL PUBLIC SCHOOL LAW

Change in method of apportioning the school funds: Section 4116 of the Revisal has been so amended as to make the county instead of the township the unit for apportioning the school funds. Heretofore the funds have first been apportioned to the townships and then to the schools within the townships. Hereafter they are to be apportioned by the county board of education directly to the various school districts of the county.

Health officer provided for: Section 4116 has also been amended so as to give the county board of education the authority, after the six months' term has been provided, to pay one-half of the salary of a health officer for the county, who shall instruct the teachers in their meetings and through printed literature on matters of health.

Trustees of graded schools may acquire school sites under general law: Section 4131 has been so amended as to give to boards of trustees and committees of chartered graded schools the same authority with respect to acquiring sites for schools under their direction that is vested in the county boards of education with respect to acquiring sites for county schools.

Counties may employ superintendent jointly: Section 4135 has been so amended as to allow any county having a school fund not exceeding \$10,000 to unite with an adjoin-

ing county in employing a superintendent of schools jointly for his full time.

A new plan for appointing school committeemen: Hereafter the county board of education is required to appoint the school committeemen for each district as follows: one for a term of three years, one for a term of two years, and one for a term of one year, and their successors each for a term of three years. This method is similar to the plan now in effect with respect to the appointment of county boards of education, except that the members of the county board are appointed for longer terms. This plan makes the term of only one member expire each year, thus leaving two experienced members holding over each year:

A new method of electing teachers: Section 4161 has been so amended as to require the application for a position to teach in a county to be filed with the county superintendent of public instruction, and it further requires the county board of education to fix a day in each township for the election of teachers, at which time the committeemen of the various districts are to meet with the superintendent for the purpose of electing teachers for all the schools of the township.

Teachers' salaries to be paid promptly: Section 4164 has been so amended as to authorize county boards of education to provide for the payment of teachers' salaries promptly at the end of each month. This provision will prove a great convenience to teachers in the rural schools, many of whom frequently have to wait for their salaries several months, until the taxes can be collected. This change simply means that the county boards of education are authorized to borrow money, when necessary, to meet teachers' salaries promptly at the end of each school month.

When assistant teachers may be employed: Hereafter no assistant teacher shall be employed in any one-teacher school until the average daily attendance reaches forty, and provision is made whereby an assistant teacher may be dismissed when the average daily attendance for four consecutive weeks drops below forty.

Treasurers of city school funds required to report: The treasurers of city school funds are now required to render to the State Superintendent of Public Instruction reports of all receipts and expenditures for school purposes. In other words, the treasurers of city school funds are required to report in the same manner as are treasurers of the county school funds. Failure to render the required reports under this amendment is made a misdemeanor for city school treasurers as it is for county school treasurers.

Qualifications of the county superintendent: Section 4135 of the Revisal of 1905 regarding the qualifications of the county superintendent has been so amended as to require that his teaching experience required as a condition of his eligibility for the superintendency shall have been within the five years immediately preceding his election.

Minor amendments: There are several other minor particulars in which the general school law has been amended. Some of these are as follows: County boards of education may now publish their annual school reports in pamphlet form instead of in some newspaper or at the courthouse door, as heretofore required; justices of the peace are required to report all fines, forfeitures, and penalties imposed in their courts; members of the county board of education appointed by other members of the board to fill vacancies are to serve only until the legislature meets and acts, and not, as heretofore, for the unexpired term; teachers are required to report the number of pupils completing the elementary grades; provision is also made that treasurers shall not be allowed any commission or compensation for handling loans made to the county by the State Board of Education from the loan fund.

Traveling libraries provided for: An appropriation of \$1,500 was made to be expended by the Library Commission for traveling libraries. Of course this is altogether too small for the purpose of establishing any general system of traveling libraries. The Commission will, therefore, use it to enlarge the present work of library extension, to increase the number of traveling libraries used for the purpose of debate,

to provide, as far as the fund will go, for traveling libraries to be used in the rural school districts.

Women can now serve on school boards: An act providing for women to serve on school boards is so short that I give it in full:

"Section 1. That positions on committees for rural and graded schools, boards of trustees for State schools and colleges for women, and sub-text book commissions shall not be deemed offices within this State but shall be places of profit or trust.

"Section 2. Women shall be eligible to serve in the places named in section 1 of this act under the same conditons and restrictions as are now imposed upon men; provided, that the provisions of this act shall not apply to any position or place where the person holding such position or place is elected by the people.

"Section 3. All laws and clauses of laws in conflict with this act are hereby repealed.

"Section 4. This act shall be in force from and after its ratification."

This act is short but in effect it is indeed far-reaching. By its passage a new opportunity for a distinct social service is opened up to our women. In a word, it means that the public schools in general will be greatly benefited, and that in many instances they will be made over.

IV

CHANGES IN THE LAW DIRECTLY AFFECTING PUBLIC HIGH SCHOOLS

Amendments to the high school law: Several sections of the public high school law have been re-written so as to give the law a little more unity and to make it a little more explicit. No fundamental changes have been made in it. A few of the rules and regulations of the State Board of Education which have had the force of law have been incorporated into the law. The main changes are as follows: Public high schools are now required by law to run seven months instead of five months; in case a public high school is established in connection with a graded school, the committee of the graded school is to serve as committee for the public high

school, thus requiring no separate committee, as has heretofore been the case. This change is made, of course, in order to avoid confusion and unnecessary duplication of committees. Hereafter the high school departments of city graded schools that are open under the high school law to pupils of the county must make the daily attendance required from outside the local district. The provision for the tuition of pupils coming from outside the local district to be borne jointly by the county and State has been abolished, and city schools receiving pupils under this act are brought definitely under the operation of the high school law and made subject to its provisions. A rule of the State Board of Education regarding the apportionment of the high school fund has been slightly modified and written into the high school law so that apportionments ranging between \$250 and \$500 will be based upon the average daily attendance for the preceding year.

Loan fund for high school dormitories: Section 4153 of the Revisal has been so amended as to allow a part of the loan fund to be used for the erection of dormitories for the rural high schools. Heretofore this fund has not been available for this purpose.

Provision for agriculture and domestic science: Chapter 449 of the public local laws of 1911, entitled "An act to promote the teaching of agriculture and domestic science in the public high schools of Guilford County," has been so amended as to apply to the whole State. In making this special law for Guilford County of state-wide application it has been further amended so that no county is entitled to its benefits until a six months' school term has been provided in every district. This law simply makes it easier for counties to establish farm-life schools, and it authorizes the establishment of such schools in connection with the public high schools already in operation. When a county has complied with the provisions of the act, then it is entitled to receive for instruction in agriculture and domestic science an annual apportionment from the State Treasury of \$2500. A summary of the provisions of the act follow:

1. A department of agricultural instruction and a department of training in domestic science and home economics shall be maintained in one or more public high schools in each county complying with the provisions of this act.

2. Schools receiving the benefits of this act shall be under the control and management of a board of trustees to be composed of the members of the county board of education, the chairman and the secretary of the trustees or committee of each school in which such departments are maintained.

3. After advertising and inviting bids, the county board of education designates the school or schools at which these departments shall be maintained, giving due consideration to "the financial aid offered for maintenance and equipment, desirability, and suitability of location: provided, that no such department shall be established in a school which is located in a town of more than one thousand inhabitants nor within two miles of the corporate limits of any city or town of more than five thousand inhabitants."

4. For the maintenance of such school or schools the county board of education "shall provide annually out of the public school fund, or by donation, or local tax, not exceeding twenty-five hundred dollars." Any school applying for the benefits to be derived under this act shall provide adequate buildings, dormitories, laboratories, apparatus, and a farm of not less than ten acres of arable land, all of which equipment must be approved by the State Superintendent of Public Instruction before any State or county funds are available.

5. The purposes of such schools shall be to give instruction in the branches now offered in the public high schools, in agriculture, and in home economics with a view to preparing boys and girls for agricultural pursuits and home making and home keeping. The courses of study are to be approved by the State Superintendent.

6. The teachers in the public high school, the teacher of agriculture, and the teacher of domestic science shall constitute the faculty of the county high school.

7. When the requirements of this act are met by any county, the State is to apportion out of "funds appropriated for the maintenance of county farm-life schools, by chapter eighty-four of the public laws of 1911," an amount, not exceeding \$2,500, equal to the amount put up by the county for this purpose.

8. "Nothing in this act shall be construed to lessen the power and authority of the principal of the high school, but the instructors in the various departments shall be considered members of the faculty of which the high school principal is head."

9. Teachers in such schools must hold from the State Superintendent the required certificates.

10. Schools may receive students upon a tuition basis from other counties.

11. The teachers of agriculture and domestic science shall do extension work in the county in cooperation with the State Department of Agriculture, etc.; shall hold township and district meetings for farmers and farmers' wives; and shall cooperate in other helpful ways.

12. No county shall use for the purpose of this act "any part of the funds provided by the state and county for the maintenance of public schools until after a six months' school term shall have been provided out of said funds in every district in the county."

The County Farm-Life School Law of 1911 carries an annual appropriation of \$25,000. It is this appropriation that is now made available for instruction in agriculture and domestic science in the public high schools. Thus the State appropriation for the public high school work has virtually been increased to \$100,000.

PLEASANT GARDEN HIGH SCHOOL WINS STATE-WIDE DEBATE

E. R. RANKIN

Secretary of the Debating Union.

Sixty-four high school debaters, representing sixteen North Carolina high schools, gathered in Chapel Hill Thursday and Friday, March 6 and 7, for the first annual final contest of the High School Debating Union of North Carolina. Out of the 90 schools and 360 debaters who discussed the question of "Woman Suffrage for North Carolina" on February 21st, there were nineteen that succeeded in winning both sides of the debate and so were entitled to send their representatives to Chapel Hill for the final. Sixteen schools availed themselves of this privilege and sent their teams here. The coming of these boys to the University to contest for the Aycock Memorial Cup was an event of significance. It was significant of the larger life of the University in the state—of the interlacing of the upper and lower parts of the State's educational system.

To Messrs. Grady Bowman and Samuel C. Hodgkin, the affirmative speakers for Pleasant Garden High School, of Guilford County, belongs the proud honor of winning out over the other sixty-two debaters who were here. After they had won out in the two preliminaries, Friday night in the Chapel they were pitted against Messrs. Henry Greenberg and David Brady, of Durham, on the negative side, and were victorious by unanimous decision of the five judges. Their names, together with the name of their school will be inscribed on the Aycock Cup.

Previous to this final debate two preliminaries were held. Thursday night the sixty-four debaters were divided into four sections for the first preliminary. From these sections four teams were chosen on each side for the second preliminary Friday morning. These four teams on each side were: Affirmative, pleasant Garden, Durham, Holly Springs, and Gra-

ham; Negative, Durham, Holly Springs, Morganton and Hawfields. From these teams the two chosen for the final were Pleasant Garden on the affirmative and Durham on the negative.

THE FINAL

Rarely has there been seen in Gerrard Hall a larger or more enthusiastic crowd than gathered there Friday night to witness this final contest for the Aycock Memorial Cup. Fully eight hundred people were jammed into the building. As the teams entered the Hall there came from one side a hearty Rah, Rah for Durham, while from the other side there came a resounding yell for Pleasant Garden.

Prof. E. K. Graham presided over the debate and E. R. Rankin acted as secretary. The debate itself was of the inter-collegiate caliber. Especially effective was Mr. Samuel C. Hodgkin, the second speaker for Pleasant Garden. In native ability and for rough and ready power in debating it would be difficult, if not indeed impossible, to find his superior in any college in the state.

The query was the same that had been discussed in the triangular debates in the ninety high schools scattered over North Carolina, *Resolved, That the Constitution of North Carolina Should be so Amended as to Allow Women to Vote Under the Same Qualifications as Men.*

Pleasant Garden had the affirmative and Durham the negative. Mr. Grady Bowman was the first speaker for the affirmative.

Mr. Bowman argued that the idea that women were inferior to men was a relic of barbarism. The nation which gives the most liberties to women is the most civilized. He showed that the ballot would not deter women from care of the home and raising children. Women can do many things without the ballot, but they could do more with it.

Mr. Henry Greenberg was the first speaker on the negative. He admitted that woman suffrage might be right in some states and in a small degree in North Carolina, but not "un-

der the same qualifications as men." He argued that woman would not better conditions with the ballot, and he pleaded that she be kept out of the strife of politics.

Mr. S. C. Hodgin was the second speaker for the affirmative. He was as much at home as a seasoned stump speaker. He argued that woman represents the sentimental and moral side of human nature and would be a good addition to the ballot. Physical force should not and does not prevail, and the ability to bear arms should not count. If physical force prevailed, "Jack Johnson," he declared, "would be president of the United States." Morality and intelligence is the real basis for suffrage.

Mr. David Brady was the last speaker on the negative. He contended that woman suffrage in the Western States had been a complete failure. The conditions in the suffrage states are no better than in those adjoining. He cited quotations from Roosevelt, Bryce, and others to prove this. He contended that North Carolina had no business to take up suffrage for women,—that we don't need it at all here.

The rejoinders were spirited on both sides. The applause was frequent when the debaters dug into their adversaries both in their first speeches and in their rejoinders.

After the speeches were over, Prof. Graham called on the judges for their decision. The judges, who were Dr. C. L. Raper, Dr. H. W. Chase, Prof. H. H. Williams, Prof. M. H. Stacy, and Rev. W. T. D. Moss, voted separately. The votes were taken by Prof. Graham, and were turned over to Prof. W. S. Bernard, himself an old inter-collegiate Carolina debater, to whom had been assigned the pleasant task of awarding the Aycock Memorial Cup. Prof. Bernard announced that the decision of the judges was for the affirmative. In presenting the cup he told of the splendid record of the Di and Phi, and expressed the hope, which was the conviction of the Hall, that in awarding it to Pleasant Garden the judges had awarded it to worthy keepers.

After the awarding of the cup a reception was tendered all of the visitors in the Y. M. C. A. building. Walter Stokes,

Jr., president of the senior class, was master of ceremonies. The reception was delightful in its informality and in the spirit of common understanding which it expressed.

ENTERTAINMENT

No small part of the great success of this final contest is due to the county clubs and the Greater Council, which two organizations had complete charge of entertaining the guests. The plan of having each county club entertain those who were from their county was followed out. The high school boys were thus enabled to get a taste of college life, and the principals who accompanied the the boys were enabled to get a glimpse of life that was a remembrance of their old days. Baseball games, an auto ride, trips to the Pickwick,—these were among the pleasant features provided for in the entertainment line.

PERMANENCE OF THE UNION

The Debating Union, as provided for by the Di and Phi Societies, is to be a permanent affair. This year its success was phenomenal. Letters from superintendents all over the state express approval of the Societies' work in extending their aid to the high schools. Every high school in the state is invited to become a member of the Union next year. Already a committee is planning for the enlarged usefulness of the Union for next year. The great success this time and the benefit to 360 high school pupils are but forerunners of still larger achievements in the future.

NAMES OF SCHOOLS AND DEBATERS

The schools that were represented at Chapel Hill together with the names of the representatives are:

Pleasant Garden—F. L. Foust and K. H. McIntyre, Principal and assistant teacher, with Grady Bowman and S. C. Hodgkin for the affirmative, and D. Hodgkin and John Rockett for the negative; *Graham*—S. G. Lindsay, Superintendent, with Miss Julia Cooper and Coy Williams for the affirmative, and Charles Jones and Marvin Massey for the negative; *Oxford*—William Mallonee and Basil Horsfield for

the affirmative, and Harry Renn and Paul Daniel for the negative; *Lumberton*—R. E. Sentelle, Superintendent, with Lewis Shelby and John Warlick for the affirmative, and Ertel Carlyle and Knox Procktor for the negative; *Hendersonville*—H. G. Hunter and L. J. Pace for the affirmative, and R. C. Bennett and M. W. Egerton for the negative; *Mt. Pleasant Collegiate Institute*—G. F. McAllister, Principal, with J. D. Thomas and F. B. Lingle for the affirmative, and G. F. Davis and Z. L. Edwards for the negative; *Shelby*—Price Hoey and Marion Ross for the affirmative, and Crawley Hughes and Julius Mull for the negative; *Concord*—C. E. Norman, Principal, with Fred Dayvault and Buford Blackwelder for the affirmative, and J. Lee Crowell and Walter Furr for the negative; *Hawfields*—J. H. Johnston, Principal, with W. K. Scott and A. E. Gibson for the affirmative, and H. E. Jones and Roy Barnett for the negative; *Holly Springs*—M. L. Wright, Principal, with C. L. Adams and William F. Scholl for the affirmative, and Roy Norris and Ernest Norris for the negative; *Stoneville*—Eugene Trivette, Principal, with Guy Stanford and Parks Trivette for the affirmative, and Hamlin Stone and Thomas A. Boaz for the negative; *Durham*—C. E. McIntosh, Teacher, with Ben Muse and James Patton for the affirmative, and Henry Greenberg and David Brady for the negative; *Cooleemee*—J. T. Cobb, Principal, with Lawrence Zachary and Raymond Smith for the affirmative, and Wade Lefler and Noah Grimes for the negative; *Smithfield*—A. Vermont, Superintendent, with A. Coats and Edward Woodall for the affirmative, and Miss Emma Wellons and Thomas Spence for the negative; *Stem*—(Contested by Creedmoor) J. B. Vernon, Principal, with L. B. McFarland and R. H. Stem for the affirmative, and E. P. Sherman and E. B. Hardee for the negative.

There were four other schools that won both sides but did not send their representatives to Chapel Hill for the final contest. These were: *Harmony*, in Iredell County; *Philadelphus*, in Robeson County; *Liberty*, in Randolph County; and *North Wilkesboro*.

In the following list of schools and teams those on the left upheld the affirmative side of the query against those opposite on the right. The affirmative side of the query was upheld by the team debating at home except in the Durham-Goldsboro-Rocky Mount triangle in which case the order was reversed. The winning school in each case is indicated by a star (*).

TRIANGLES AND DEBATERS

I

RALEIGH	vs.....	GREENSBORO*
Spencer Stell and		John Wilson and
Banks Arendell		Broadus Wilson
GREENSBORO	vs.....	CHARLOTTE*
Charles Moore, Jr., and		C. B. King, Jr., and
William Johnston		George Dooley
CHARLOTTE	vs.....	RALEIGH*
Richard Young and		Herman Stephenson and
Lloyd Hill		Wiley Rogers

2

DURHAM*	vs.....	GOLDSBORO
Ben Muse and		Leonard Epstein and
James Patton		Gabe Holmes
GOLDSBORO*	vs.....	ROCKY MOUNT
Harry Shrago and		Louis Sumner and
Elbert Griffin		Woodall Rose
ROCKY MOUNT	vs.....	DURHAM*
Charles Harris and		Henry Greenberg and
Robert Perkinson		David Brady

3

ASHEVILLE	vs.....	HENDERSONVILLE*
Hamilton McDowell and		M. W. Edgerton and
Kendrick Coachman		Roy C. Bennett
WAYNESVILLE	vs.....	ASHEVILLE*
Buel Hyatt and		Charles Tennent and
James Palmer		Charles Riddick
HENDERSONVILLE*	vs.....	WAYNESVILLE
H. G. Hunter and		Sam Plott and
L. J. Pace		Robert Wyche

4

WASHINGTON	vs.....	ELIZABETH CITY*
William Blount and		William Meekins and
Hubert Ellis		Vance Hooper
ELIZABETH CITY	vs.....	NEW BERN*
Paul Sample and		George Green and
Ambrose Ward		Robert Thornton
NEWBERN	vs.....	WASHINGTON*
Charles Hollister and		James Fowle and
Fred Cohn		Jesse Woolard

5

HIGH POINT*	vs.....	REIDSVILLE
Marvin York and		Edward Brewer and
Glen Muse		Charles Bennett

WINSTON-SALEM*vs..... HIGH POINT
 Foster Hankins and Rona Proctor and
 Fred Hutchins Sidney Perry

REIDSVILLE*vs..... WINSTON-SALEM
 William Young, Jr., and Francis Coleman and
 Reuben Baker Gordon Ambler

6

STATESVILLEvs..... CONCORD*
 Frank Deaton and J. Lee Crowell and
 Marshall Fowler Walter Furr

CONCORD*vs..... SALISBURY
 Buford Blackwelder and Elizabeth Womble and
 Fred Dayvault Frank Marsh

SALISBURY*vs..... STATESVILLE
 William Overton and Bonner Knox and
 Flossie Harris James Pressley

7

LENOIRvs..... MORGANTON*
 Miss Carrie Goforth and James Kirksey and
 Reece Crisp Albert Webb

MORGANTON*vs..... HICKORY
 Thomas Dale and John Bohannon and
 Eugene Denton Forrester Routh

HICKORYvs..... LENOIR*
 Bailey Patrick and Lee Spencer and
 Guy Kennedy Cloyd Hartley

8

LOUISBURGvs..... OXFORD*
 William Bailey and Harry Renn and
 Charlie Cooke Paul Daniels

WELDON*vs..... LOUISBURG
 Charlie Pilley and Francis Yates and
 Allan Andleton William Winston

OXFORD*vs..... WELDON
 William Mallonee and George Rittenhouse and
 Basil Horsfield Vernon Mountcastle

9

WILSONvs..... GREENVILLE*
 W. C. Gorham, Jr., and Milton Pugh and
 Leon Daniel Robert Humble

GREENVILLEvs..... KINSTON*
 John Humble and Roger Brooks and
 David Whichard Merewether Lewis

KINSTONvs..... WILSON*
 Eli Perry and Charles C. Daniels, Jr.,
 Miss Irene Broom Albert Oettinger

10

TROUTMANS*	vs.....	SCOTTS
Mason Brown and		Roy Browning and
Herman Lippard		Glenn Fry
SCOTTS	vs.....	HARMONY*
David Shuping and		Harvey Renoger and
Dwight Feimster		Gales Scroggs
HARMONY*	vs.....	TROUTMANS
Herman Baity and		Herman Brown and
Ralph Parks		Dexter Cavin

11

CARY	vs.....	WAKELON*
W. G. Herndon and		Oren Massey and
G. N. Yates		G. E. Bell
WAKELON	vs.....	HOLLY SPRINGS*
Henry Gill and		Roy Norris and
Luther Massey		Ernest Norris
HOLLY SPRINGS*	vs.....	CARY
C. L. Adams and		M. G. Eatman and
W. F. Scholl		Kemp Funderburk

12

CHAPEL HILL	vs.....	GRAHAM*
Henry Wilson and		Charles Jones and
Miss Bertie Kornegay		Marvin Massey
GRAHAM*	vs.....	BURLINGTON
Miss Julia Cooper and		Walker Love and
Coy Williams		Jacob Durham
BURLINGTON*	vs.....	CHAPEL HILL
Melvin Stafford and		Ralph Andrews and
David Curtis		Miss Minna Pickard

13

STONEVILLE*	vs.....	MADISON
Guy Stanford and		Ralph L. Martin and
Parks Trivette		J. Harry Varner
WENTWORTH	vs.....	STONEVILLE*
Will A. Julian		Hamlin Stone and
Clarence Gunn		Thomas A. Boaz, Jr.
MADISON	vs.....	WENTWORTH*
James D. Moseley		J. Erle McMichael
Gordon D. Gibson		Garfield Wilson

14

COOLEEMEE*	vs.....	FARMINGTON
Lawrence Zachary and		Frazier Tabor and
Raymond Smith		Claud Penry
FARMINGTON*	vs.....	COURTNEY
Thomas Swing and		Claud Joyner and
Zebulon Smith		John D. Allgood

COURTNEYvs..... COOLEEMEE*
 Farris Allgood and Wade Lefler and
 Benj. Hoots Noah Grimes

15

KNAP OF REEDSvs..... STEM*
 Augustus Bullock and F. P. Sherman and
 Alex Veasey E. B. Hardee

CREEDMOORvs..... KNAP OF REEDS*
 Austin Bullock and
 Marion Sanford

STEMvs..... CREEDMOOR
 (Not Held).

16

BENSON*vs..... LUCAMA
 James Raynor and Willie Johnson and
 Jasper Massengill Willie Lamm

LUCAMA*vs..... BATTLEBORO
 Troy Barnes and Francis Whitaker and
 Ivey Lamm Willie Lawrence

BATTLEBORO*vs..... BENSON
 Lyndon Hargrave and J. F. Hall and
 Wessie Ferrell Walter Strickland

17

FALLING CREEK*vs..... ROSEWOOD
 Miss Annie Taylor and Preston Johnson and
 David Rose Bennie Bass

PIKEVILLE*vs..... FALLING CREEK
 Chas. Smith and E. F. Cox and
 Chas. Taylor Charles Grant

ROSEWOOD*vs..... PIKEVILLE
 Miss Ruth Hooks and Earl Albritton and
 Miss Mallie Edwards Lee Dees

18

ROWLAND*vs..... HARMONY HEIGHTS
 Albert McCormick and Daniel McArthur and
 Janie Hayes J. L. Kendal

HARMONY HEIGHTSvs..... PHILADELPHUS*
 J. W. Sinclair and (Names not given)
 Lawrence Buie

PHILADELPHUS*vs..... ROWLAND
 (Names not given) Watson Butler and
 Burton Graham

19

MOUNT PLEASANT*vs..... MONROE
 J. D. Thomas and Ware Pointer and
 F. B. Lingle Bernard Crowell

MONROE*vs..... SANFORD
 Will Stevens and F. W. Cunningham and
 Eugene Presson Graham Dinamick

SANFORDvs..... MOUNT PLEASANT*
 Julian McIver and G. F. Davis and
 Edwin Donnell Z. L. Edwards

20

GASTONIAvs..... SHELBY
 Raymond Ratchford and Crawley Hughes and
 Alex McLean Julius Mull

SHELBY*vs..... GASTONIA
 Price Hoey and Ernest Warren and
 Marion Ross Kenneth Lewis

21

HAWFIELDS*vs..... HAW RIVER
 W. K. Scott and Ed. Russell and
 A. E. Gibson Geo. Forbis

MEBANEvs..... HAWFIELDS*
 Currie Mebane and H. E. Jones and
 Edgar McConley R. W. Barnett

HAW RIVERvs..... MEBANE*
 Miss Clara Purcell and Marion Nicholson and
 H. F. Sharpe Haywood Jobe

22

PILOT MOUNTAIN*vs..... WALNUT COVE
 Posie Key and Sanders Rierison and
 Arthur Wall Odell Jones

WALNUT COVE*vs..... PILOT MOUNTAIN
 John Hutchins and Arthur Fulk and
 Watson Joyce Walter Matthews

23

JAMESTOWNvs..... LIBERTY*
 David Coltrane and Ernest Curtis and
 Gladstone Groome Dean Thompson

TRINITYvs..... JAMESTOWN*
 Joe Parkin and Percy Groome and
 Gilbert White Byron Osborne

LIBERTY*vs..... TRINITY*
 Ira Hinshaw Robert Thayer and
 Paul McPherson Clyde Riggs

24

PITTSBOROvs..... PLEASANT GARDEN*
 George Harmon and D. Hodgin and
 Henry Clegg John Rockett

CARTHAGE*vs..... PITTSBORO
 Neill McKay and Clarence Knight and
 Leon Larkin Lee Harmon

PLEASANT GARDEN*vs..... CARTHAGE
 S. C. Hodgkin and John Rose and
 Grady Bowman Alton Cole

25

SMITHFIELD*vs..... FREMONT
 Albert Coats and Bennett Hooks and
 Edward Woodall Ralph Pippin

KENLYvs..... SMITHFIELD*
 Will Pierce and Miss Emma Wellons and
 Wilbert Wellons Thomas Spence

FREMONTvs..... KENLY*
 Paul Blaylock and Fielden Harris and
 Miss Maud Cobb George E. Walston

26

LAURINBURGvs..... MASON'S CROSS*
 Miss Hattie Wall Bryant and T. G. Gibson, Jr., and
 Miss Marie Covington George McGregor

LUMBERTON*vs..... LAURINBURG
 Lewis Shelby and Lawrence Everett
 John Warlick Murdock McKinnon

MASON'S CROSSvs..... LUMBERTON*
 Boyd White and Ertel Carlyle and
 Jack Gibson Knox Proctor

27

N. WILKESBORO*vs..... WILKESBORO
 Miss Louise Hertton and Carl Wright and
 Thomas Finley Plato Bumgarner

WILKESBOROvs..... NORTH WILKESBORO*
 Fred Hubbard and Miss Minnie McQueen and
 James Hayes Oscar Martin

28

STONY POINT*vs..... TAYLORSVILLE
 Harland Gryder and Robert Cline and
 Roy Gwaltney Peter Johnson

TAYLORSVILLE*vs..... STONY POINT
 Roscoe Watts and Fred Bailey and
 Floyd Teague Howard Sharpe

RETARDATION AND ELIMINATION OF PUPILS IN THE PUBLIC SCHOOLS OF THE CITY OF WINSTON, N. C.

THE FOLLOWING IS A BRIEF STATEMENT OF THE MAIN POINTS AND
CONCLUSIONS OF A PAPER PRESENTED BEFORE THE ASSO-
CIATION OF CITY SUPERINTENDENTS AT THE
TEACHERS' ASSEMBLY OF 1912.

R. H. LATHAM

In city school systems most children enter the first grade at the age of six or seven. Some of them are promoted each year and reach the seventh grade at thirteen to fourteen years of age. Others fail of promotion regularly from grade to grade. They fall behind and at the age of thirteen or fourteen find themselves, not in the seventh grade, but in the fifth or sixth. This falling back process, this failure to make progress, is called retardation. The retarded pupil finds himself in the same class with much younger children. On the playground his age and perhaps his size put him among the more advanced students. In the classroom he finds himself among what he, to himself at least, calls "the kids." The atmosphere of this place makes him out of sorts. The work is the same (how often the very same) as that he had the year before. He is a repeater, doing over for the second or third time the work of the years before, though he may have failed on only one subject of five or six. The end is not hard to imagine. At the first opportunity he leaves school. This dropping out process is called elimination. It bears to retardation the relation of cause and effect. The failure to make progress is retardation; and the result of retardation is elimination.

RETARDATION OF PUPILS IN THE WINSTON SCHOOLS

Age of Pupils as a Measure of Retardation.

The age of the pupils in each grade is a measure of the amount of retardation at a given time. On Nov. 7, 1912, blanks were placed in the hands of the teachers of the

Winston schools (white). The data gathered on these blanks, together with the information gotten from the pupils' permanent record cards and from record sheets showing the name, date of birth, grade, attendance, and health record of every pupil passing through the city public schools since 1910-11, furnished the basis for this report.

In the high school with a total enrollment of 226, 108 boys, 118 girls, it was found that 95 pupils, or 42% of the whole number, were older than they should have been for the grades in which they were found. 44.8% of the boys were retarded, 40% of the girls.

In the West, North, and East Graded Schools, with a total enrollment of 1,803 pupils, 823, or 45.6%, were above normal age for their grades. 49.6% of the boys were retarded, 41.8% of the girls.*

From these data the following conclusions can be drawn:

(1) The high school drawing its students from the graded schools has a percentage of retardation a little less than that of the average of all the graded schools.

(2) The percentage of children in the grade schools in the retarded class is greater than the average for the whole country (33%).

(3) There is a large proportion of retarded pupils in the upper grammar grades. Thus the fifth grades show a retardation of 54.8%, the sixth of 50%, the seventh of 66.9%, as compared with 32.1% in the first grade, 37.4% in the second, 52.2% in the third, 44.5% in the fourth. The percentage is also quite high in the eighth (first high school) grade (58.8%). There is a considerable drop in passing to the ninth grade (34%). The retardation in the eleventh grade is quite small (20%). The small number of over-age pupils in the ninth grade as compared with that in the eighth means these retarded pupils simply do not continue in school. They are old enough to go to work, can get work, and they go.

(4) The retardation among the boys is greater than that

*These and the following data were given in detail by the author in carefully prepared tables which it was not feasible for the Editor to print.
—EDITOR.

among the girls. Retardation among the boys in the graded schools is 18.6% more prevalent than among the girls, which is above the average for the whole country (13%).

Number of Repeaters as a Measure of Retardation.

The number of repeaters (pupils who are doing the work of the same grade for a second or a third year) furnishes a means of estimating retardation. The blanks placed in the hands of the teachers in our schools called for information as to the number and age of the repeaters by sex and grades, whether they were first or second repeaters, and why. The figures show a total in the high school of 27 pupils, 16 boys and 11 girls, or 11.9% of the whole number of pupils enrolled, who are repeating. In the grade schools 379 pupils, or 21% of the total number, are repeaters. 23.8% of the boys and 18.3% of the girls are repeating their grades.

The following conclusions stand out:

(1) The high school retardation is less than that of the grade schools when measured by the percentage of repeaters.

(2) There are more repeaters among the boys than among the girls in the grade schools. The former exceed the latter by about 30%, which is more than double the percentage for the entire country, (13%).

(3) Retardation is found less frequently among girls than among boys, and when it does occur, it is less serious in degree.

Age of Repeaters.

A study of the ages of repeaters leads to the following conclusions:

(1) Repeating is not peculiar to young pupils, repeaters being found in considerable number at the higher ages. Thus in the first grade 24.2% are repeaters; in the second, 15.6%; in the third, 19.4%; in the fourth, 24.5%; in the fifth, 11.8%; in the sixth, 25.9%; in the seventh, 26.4%.

(2) Many of the pupils were badly retarded before beginning the repeating of the particular grade in which they are found.

(3) A considerable proportion of these repeaters either entered school late, or have more than once repeated a grade.

(4) In view of the fact that some of them are four or five years above the normal age (this is especially true in the first four grades) it is likely that both causes have operated.

(5) Considering the twelve- and thirteen-year-old repeaters, we find that over one-fifth of these have not reached the fourth grade. They have no reasonable chance of finishing the elementary course. They will probably leave school with the bare knowledge of the mechanics of reading and the four fundamental operations of arithmetic. This is the real seriousness of the problem of the repeater.

Causes of Repeating.

The causes of repeating given below were assigned by the teachers or the principals or both in conference with the Superintendent. This careful consideration of the case of each repeater by those whose business it is to seek out ways and means for reducing the problem of the repeater to a minimum constitutes the most valuable part of this investigation so far as the teacher is concerned. It is already having its effect on our teaching force, and I have no doubt that our percentage of repeaters will be cut down this year. The several causes are grouped under the following heads:

- A. Those for which the home is primarily responsible.
- B. Those for which the school is primarily responsible.
- C. Those for which neither is necessarily responsible.

The first division. Causes of repeating for which the home is primarily responsible includes: (1) Irregular attendance or absence which covers all cases in which the child was either irregular in attendance or entirely absent from school for a time, or excluded because of his or the family's temporary sickness. (2) Indifference of parents or pupils, which may, no doubt, be charged to the school, but is here charged to poor home conditions. (3) Tobacco, which includes smoking and chewing.

The second division. Causes of repeating for which the school is primarily responsible includes: (1) Poor teaching; (2) Poor preparation, due to short school term, large classes, etc., in former (rural) schools; (3) Lack of interest, which is here charged to the schools because of need of better and more enthusiastic teachers.

The third division. Causes of repeating for which neither the home nor the school is necessarily responsible includes: (1) Sickiness and physical defects, which were of such extent and character as to seriously interfere with the progress of the pupil or to cause him to drop out some time before the close of the school year; (2) Lack of ability, slowness, dullness or immaturity, which may be due more to physical hindrances than to lack of brains. Some of it may be due to the teacher. Immaturity was largely used to cover the cases of some children in the primary grades who got into the schools even before six years of age.

Our investigations show that:

1. In round numbers, in the high and grade schools taken together, the home is responsible primarily for 2-8 of the repeaters, the school for 1-8 and neither the home nor the school for 5-8.

2. Irregular attendance or absence and sickness together with physical defects are responsible for nearly 40% of repeating in grade and high schools taken together.

3. Lack of ability, slowness, etc., are held to be responsible for 40% of the repeaters in the high school and something over 45% in the grade schools.

4. Lack of ability and lack of interest together cause between 50% and 55% of repeating in the schools.

5. If we exclude from the number repeating on account of lack of ability those who are really mentally defective and the genuine cases of immaturity, then poor teaching and poorly adapted courses of study may rightly be charged with about 45% of repeating and consequent retardation, as evidenced by the lack of interest and the inability of these pupils

to do the work of the grades to which they have been assigned.

6. Regular attendance, better teaching and better grading would do away with at least three-fourths of retardation due to repeating.

7. There is no marked difference between girls and boys as to causes of repeating, except that the causes of repeating for which the school is held responsible retard almost twice as many boys as girls in the grades. Perhaps then it is true that our schools, as at present organized, are better fitted to girls than to boys.

8. No conclusion can be drawn as to certain causes operating at certain ages.

In connection with the consideration of the causes of repeating, I wish to add the following notes:

1st. The Winston Grade Schools have upper and lower sections taught by different teachers, in addition to the divisions in each classroom. In counting repeaters, however, we have ignored this distinction, and any pupil, who did not make a full grade was called a repeater. If we do not count as repeaters those pupils who have gone from a lower to a higher section of the same grade (the work of the two sections being different), then the number of repeaters in the grade schools will be reduced by 50% easily.

2nd. Promotion in the Winston City High School is by subjects and not by grades or years. In counting repeaters in the high school, we have not counted as a repeater a student who failed on only one subject and is now taking that subject over in addition to the regular work of the next higher grade. If we had followed a rigid grade system of promotion, 22 repeaters would have to be added to the 27 now repeating. Our number of repeaters would be almost doubled. Hence, I think, I am safe in saying that, so far as our schools are concerned, division of classes into upper and lower sections, (which permits of better grading), and a flexible system of promotion in the high school, have reduced retardation by 50% as measured by the number of repeaters. I believe this will hold in any school system.

ELIMINATION OF PUPILS

Elimination is the final step in the process of school failure. Pupils who are backward in their studies and reach the age of 12 or 14 when they are in the lower grammar, instead of the upper grammar, grades, or first year high school, rarely persist to graduate. They drop out without finishing. This is a familiar fact to every school man. If, as is generally agreed, the amount of education furnished by our elementary school course is the minimum with which any future citizen ought to be content, how many of the children who enter our schools drop out before finishing the course? Where any why do they drop out?

The question as to the percentage of pupils leaving school at any given age or at any given stage of the course turns upon knowing the actual number of beginners. This number is not known for many schools, and is not easily determined. In our annual reports we have given the enrollment for the first grade but this is not the number of beginners. The first grade can and usually does contain those who are in the grade for the first time (the real beginners) and those who are repeating the grade.

By means of permanent record cards we have the school history of all pupils who have passed through the Winston City City Schools since September, 1910. Of 358 pupils enrolled in the first grade in 1910 and 1911, 120 have moved from the city, leaving 238 now on roll. Of these 126 are in the present third grade, 86 in the present second grade, 26 in the present first grade. The percentages are as follows: eliminated by removal from city, 33%; eliminated by falling behind, 32%; making normal progress, 35%.

Thirty-two per cent. of the pupils enrolled in the first grades in 1910-11 have fallen behind, have begun to learn how to fail. Who or what is responsible? Not the teachers, for those children have been under some of the best primary teachers in North Carolina. Irregular attendance and absence will count for some of the repeating and consequent

elimination from the present third grade. Sickness and physical defect will explain the failure of some more of our 112 laggards. But what about the remainder? We cannot charge their failure to poor grading. They had to go in the first grade or not at all. Overcrowded rooms will not explain it, for the average daily attendance per teacher in the first grades in 1910-11 was about 35. Then who or what is responsible? Lack of interest and lack of ability are the causes assigned. Some of these laggards, no doubt, lack gray matter, but still there are some whose failure is not accounted for. I am convinced that we must charge up the failure of the remainder to the course of study alone. I am persuaded that most of our schools are afflicted with courses of study which are too difficult to be completed by the average pupil in normal time and too inflexible to permit the bright pupil to gain time.

Consider these first grades from the standpoint of time gained and lost. No pupil out of the 358 has gained time, while 32% have lost time. 138 years of time have been lost by the 112 backward pupils. At the rate of progress here indicated, our pupils will require over nine years to complete the seven elementary grades.

Our investigations further show that over one-half the pupils leaving the high school (56%) do so because of dissatisfaction and failure. This number is reduced about one-half when we deduct from the list of withdrawals the seventh grade students taught in the high school building, but not properly a part of the high school enrollment. But the question still remains, what are the causes of this dissatisfaction and failure amounting to one-half of all the withdrawals from the high school and seventh grade students? Poor teaching, poor grading, poor course of study, or what? And what is the matter with the seventh and eighth grades that from 70% to 80% of the withdrawals of the seventh grade and high school students should come from the seventh and eighth grade students alone? After the student gets by the

seventh and eighth grade (if he ever does) he sticks very well.

Examination of our figures shows further that about 75% of those leaving the grade schools were under 14 years of age and over 50% were under 12 years. Three-fourths of the children leaving school drop out before they get to the fifth grade, and nearly nine-tenths before they get to the sixth grade. These children are not all, of course, out of school forever. Some of those who moved away are, no doubt, in other schools. But certainly one-half have gone with hardly a chance that they will ever receive any further schooling.

Furthermore, when we consider the ages of the children graduating from elementary schools in the City of Winston, one of the striking things to be observed is the high age of such a large proportion; 20 out of the 56 seventh grade graduates of 1910-11 were 15 years and over. If they had remained to the end of the high school course, they would be from 19 to 21 years old. But they have already gone before they could complete the ninth grade. Retardation due to age, at least, if not to slow progress, has worked their undoing. Of the seventh grade enrollment of 1910-11 57% graduated, 93% of these graduates entered the high school and 52% of those entering the first year of high school completed the work of that year. Of the total enrollment of the seventh grades of 1911-12 only 41% entered the high school.

"To what extent are poor teaching, grading, and organization to blame for retardation and elimination of public school children?" I confess my inability to answer in arithmetical terms the question proposed by the committee of this Association. I have presented the facts and situation as they obtain in the Winston Public Schools, and I have stated the conclusions which, it seems to me, could reasonably be drawn from those facts. I am positive, however, that after the Lord and the community have been charged up with all possible shortcomings in the making of children, poor teaching, poor courses of study, and poor superintendence are responsible for a good part.

A SHORT-STORY CONTEST

LETTER TO THE SUPERINTENDENTS AND PRINCIPALS.

THE STATE NORMAL AND INDUSTRIAL COLLEGE,
GREENSBORO, Jan. 27, 1912.

To The Superintendents or High School Principals:—

In order to stimulate Literary work among the girls of our state the Adelpian and Cornelian Literary Societies of the State Normal and Industrial College have decided to offer a loving cup which in accordance with the regulations hereinafter set forth shall constitute a prize to be awarded the high school girl submitting to the Societies the best short story.

Our plan and regulations are as follows: (1) All secondary schools of this state, however supported, offering regularly organized courses of study above the seventh grade and not extending in their scope and content beyond a standard four year high school course as defined by the state Department of Education shall be eligible to compete for this prize.

(2) This short story shall contain not less than one thousand words, and not more than three thousand and shall be written by the students themselves with only such suggestions as the teachers deem necessary.

(3) Each High School entering this contest shall have a preliminary contest choosing their own local judges for this contest. The best story of this contest shall be type-written and sent to the Society committee Judges at the State Normal College not later than April the twenty-fifth nineteen-hundred-and-thirteen.

(4) The winner of this loving cup shall have the name of her High School with proper date engraved on it and her story shall be printed in the May number of the Magazine of the State Normal and Industrial College.

We hope that our plan will command your approval and encouragement and that you will see fit to place it before the girls of your High School.

Please notify us if any of the girls of your High School will compete.

Sincerely,

LIZZIE J. RODDICK,

Committee.

A PLEA FOR CIVIC RIGHTEOUSNESS*

HENRY A. PAGE

One of the most impressive arguments of all the able ones made last night on the child labor bill was the following epoch marking enunciation of cardinal truths and progressive thought by Representative H. A. Page, of Moore County. It fairly enthralled the immense audience that packed the lobbies and galleries of the Hall of the House, and brought rounds of applause from citizens and representatives when it was concluded:

"I cannot think of this bill to regulate child labor as standing alone, but rather as a single article or section in a larger and more comprehensive measure, which might be called 'an act to promote civic righteousness and knowledge; to encourage human development, and to protect the poor and lowly, not only from the avarice and greed of the strong and ambitious, but also from their own sore need.' Other sections in this great bill of rights, which the General Assembly is considering article by article, as they group themselves in my mind are the school bill, and the compulsory attendance bill.

"All of these, sir, are aimed at the accomplishment of a common object: the uplift of humanity from the bottom; the raising of the standards of human life; to aid in the banishment of ignorance and vice and disease and oppression and wrong and sorrow and suffering, and, in the last analysis, dire want and poverty from the borders of our commonwealth.

"They all contravene and invade the great doctrine of 'personal liberty,' which has raised its hypocritical head and hand in the pathway of every forward movement that has ever been projected for the betterment of society and for the increase of the sum of human happiness.

"They are akin further, sir, in that each and all of them meet the opposition, to some measure at least, of those who

*From *The News and Observer* of February 20, 1913.

will be most helped by their enactment into law. Since the day of the demon-possessed peasants on the shore of Galilee, ignorance and its offspring, vice, have ever cried, 'Let us alone: what have we to do with thee?'

"I shall then, sir, address my few remarks to the question under consideration, in its broadest phase, leaving the details of the bill to be discussed by gentlemen who may follow me.

"It is the high duty of organized society, otherwise, and in our case, the State, to legislate in the interest of the betterment of conditions of labor; the promotion of education, and the repression of vice; and to so frame the laws which govern the acts and conduct of men as to lead and to urge and to impel always toward better conditions, and not to be content to follow the slow process of crystallization of public opinion. To demand civic righteousness, instead of merely conceding it, is my idea of the proper function of government. If there are gentlemen in this chamber who conceive that they have measured up to the standard of the responsibility of the positions they occupy when they shall have faithfully executed merely the well known and overwhelming wishes of the people of their own counties, then I must confess that they fall far short of my conception of the responsibility resting upon every member of this General Assembly.

"To be sure we must take into consideration the limitations of every situation with which we deal. But I argue for positive leadership instead of mere passive compliance; for the creative legislation which opens the pathway of the people to wider knowledge than the mere ability to haltingly read the printed language, and to a broader liberty than the liberty to do as they please.

"It is true that the road to knowledge and to the liberty of usefulness and common helpfulness to which I refer, is filled with obstacles and obstructions, and we may take but one step forward at a time. But it is the law of nature that we may approach tomorrow's task only from the standpoint of today's duty well performed. The road to knowledge and to

liberty broadens only as we move forward. Stand still, and the horizon never widens. But advance, climb the hill in front of us, and the sky line recedes as we go forward.

"Enact these bills into law, this bill, take this next step immediately before us, in the upward development of a great State!

"The evil results prophesied by the opponents of this measure will not follow; but, on the contrary, business and society will quickly adjust themselves to changes which make for morality and health and education and the lightening of the burdens of labor. The average of intelligence and virtue will be raised, and a sorely needed safeguard be thrown around our children and the mothers of our children."

CONFERENCE FOR EDUCATION IN THE SOUTH AT RICHMOND, VA., APRIL 15-18

"How can the Conference best serve the South?" was recently asked over five hundred of our leaders. "By making the rural life a possible life" was one of the answers. The writer added: "It is generally agreed that country life is the best life, so it behooves us to make it a possible life for the young people of the South."

The movement of the farmers into the towns and cities continues strong and steady. Our friend is clearly correct; the task of the day is to keep our young people on the farm by making life there a possible life. It will be possible when it becomes profitable, satisfying, and educative.

Men and women of all callings—farmers and bankers, teachers and railway presidents, preachers and manufacturers, school men and business men—will meet in Richmond, Virginia, April 15-18, 1913, to take counsel and to determine what we can do to bring about conditions and opportunities in the country which will hold our young people on the farms.

To create such conditions is a difficult task, but a number of agencies are giving their whole energy to it. Others are helping; others want to help.

One purpose of the Richmond meeting is to determine what each can do as well as what all can do by working together.

Arrangements are being made for the annual meetings of the following bodies, each working at some phase of the rural problem:

1. The Farmers' Conference.
2. State Supervisor of Rural Schools.
3. District Superintendents.
4. County Superintendents.
5. State Organizers for School Improvement Work and Agents of Girls' Demonstration Work.

6. Teachers of Agriculture in High Schools and Colleges.

7. Professors of Secondary Education in State Universities and State High School Inspectors.

8. Workers for the Education of the Negro.

9. Teachers of Education in Colleges and Universities.

10. Presidents of State Normal Colleges.

11. Presidents of State Agricultural Colleges.

12. Presidents of State Colleges for Women.

13. Presidents of the State Universities.

14. State Superintendents of Public Instruction.

15. Southern Association of College Women.

For programs or for any other information, address

A. P. BOURLAND,
Executive Secretary,
725 Southern Bldg., Washington. D. C.

PRACTICAL PHYSIOGRAPHY

JOHN E. SMITH

Instructor in Geology, University of North Carolina.

Introduction	Artificial Drainage
Coastline	U. S. Weather Maps
Dissected Coastal Plain	Minerals and Rocks
Piedmont Plateau	Field Work
Mountain Region	Suggestions to Teachers

During the past decade, and to some extent previously, the curriculum of secondary schools has suffered much alteration. This has been caused in part by grouping the subjects into a larger number of courses, in part by the addition of new subjects such as agriculture, manual training, and other industrials, and partly by modification of those subjects which, during the early existence of many a school, constituted its single course.

That phase of geology known as physical geography (in part considered in secondary schools) or physiography, as it is often called, is among the subjects that have sustained the greatest modification, which here includes the discovery of new facts and the use of new methods in presentation. The text-books have been rewritten giving diagrams, figures, and illustrations, equal rank with the printed page, and photographs, stereoscopes, etc., or much more frequently illustrated lectures, have been used to emphasize pictorial values in this subject.

One of the principal advances was made in the introduction of laboratory and field methods of instruction and the success attending the change has made this work equal in value or even superior in importance to the consideration of the text. Among the most valuable features of the laboratory work is the use of topographic maps and other government maps and publications, such as those of the Weather Bureau and of the Soil Survey, and also of various state publications.

The use of topographic maps in various schools is shown in the following quotation from the Thirty-third Annual Re-

port (for 1912) of the Director of the U. S. Geological Survey:

"For many years the topographic maps made by the Survey have been regularly used in the courses of instruction in geography and physiography in most of the colleges and universities and to some extent in the secondary schools. Teachers of (graded and country) schools located in the quadrangles surveyed in recent years find the corresponding topographic sheets a most practical and invaluable aid to their efficiency and success in teaching elementary geography."

More than a half a million of these maps are sold annually and the students in schools that do not use them and other government and state publications, many of which are for free distribution, fail to receive their portion of the assistance that the public service is anxiously trying to render in matters of education.

The above mentioned methods have long been in use in secondary schools in the larger cities but have not, as a rule, been introduced into those of the smaller cities, towns, and rural districts, which include a large and increasing proportion of our high school attendance. In general, the progress a secondary school has made in science is marked by the amount and quality of the laboratory and field work required of its students.

The necessity of increasing the efficiency of these schools is imperative. A large majority of their students receive no further school training, consequently the demand is for something practical, something useful in every day life, or for something to inspire the individual to a higher education and to prepare him for it. The University of North Carolina annually refuses admission to a large number of applicants; sometimes in a single year a hundred men or more are turned away because of deficiency in preparation.

The standard of admission in physiography is well shown in the "Entrance Requirements" in the catalog of a state university in the Mississippi Valley, a quotation from which is given below.

"The examination will be in accordance with the following scheme:

Air. Construction and interpretation of weather maps; use of instruments; relation of cyclones to wind direction, rainfall and temperatures; presentation of record of temperatures and pressure observations kept through one school year.

Ocean. Construction and interpretation of tidal curves from tide tables; interpretation of depth charts and temperature curves.

Land. Determination of ten common minerals from their physical properties; determination of ten common rocks on the basis of mineral composition and structure; soils—determination of composition of selected samples; sands and gravels—recognition of constituents and derivation; mapping—(a) instruments used, scale, projection, methods; (b) presentation of a detailed contour map, drawn to scale, of at least one square mile, showing, besides relief and drainage, distribution of the various rock beds (limestone, sandstone, shale, etc.), soils (alluvial or non-alluvial), forest trees, etc.; reading of topographic maps, with exercises in description of topographic types from study of maps.

A map of four square miles showing, in addition to the subjects shown on the map offered for the first unit, the roads, railroads, farm houses, forest, cleared land, mines, clay pits, and quarries; drawings of the soil and rock exposures in the clay pits, mines, and quarries of his neighborhood, showing the relative position, extent (within the pit or quarry), thickness and character of each bed; a list and description of the various minerals and rocks found within the area of this map; and an examination and passing grade on the physical features of that part of the United States lying east of the Rocky Mountains."

The above is a fair expression of the standard requirement for admission in physiography in universities and colleges of the first class which includes the University of North Carolina and may be safely taken as a guide in all secondary schools.

In the hope of assisting prospective students of university or college to meet the requirements of admission in this subject, of meeting in part the present general demand of others for practical work in high schools, and of supplying additional material to schools the length of whose annual session has recently been increased, the writer offers the following exercises and suggestions for work in the field and in the laboratory.

EXERCISE I.

NORFOLK, VA.—N. C. QUADRANGLE.

1. Give the location of this area, its extent, the scale and contour interval used.
2. Find the maximum and minimum elevations. How high above the sea is the general surface level? What is the relief of the area?
3. What is the length of the longest straight line that can be drawn on the map without crossing a contour? How many miles does this represent? Could you see the slope along this line?
4. What does this teach about the surface of the area? What is this kind of a surface called?
5. Which part of the area is much cut by streams? Which is but little affected by them?
6. In terms of erosion, what is the age of the topography in each part found in 5?
7. Make an east-west profile of the land surface from James River to Hampton Roads one-fourth of an inch from the north margin of the area (horizontal scale same as that of the map, vertical scale 1 inch equals 100 feet).
8. What physiographic feature is seen here? Give its elevation.

The Sea

1. What is the greatest distance at sea shown on this map?
2. Where is the deepest part shown? Give the depth in feet.
3. Within the 10-fathom line, where can the longest straight line be drawn at right angles to the shore? Find the depth in feet in Hampton Roads.
4. Is the sea floor, as shown here, more even than the land surface or less so? What is this part of the ocean bottom called?
5. Make a profile from Lake Drummond thru Little Island L. S. S., to the outer 10-fathom line. (Horizontal scale same as map, vertical, 400 feet equals one inch).

The Coast Line

1. What is the relation of the beach to the mainland at Virginia Beach? At False Cape?
2. Why is it called a barrier beach when in the latter position relative to the mainland?
3. How does it vary in width? In elevation?
4. How does the direction of Willoughby Spit compare with that of the shore line to the eastward? Why? What physiographic feature occurs at its tip? At the mouth of Little Creek? Of Lynnhaven River?
5. How was each of these features formed?
6. Are the waves cutting or building? Is the coast line becoming rougher or smother?
7. What material is most common along the beach?

Work of the Wind

1. What are dunes? Where do they occur?
2. How do they vary in height, length, width? What types occur in this area?
3. What relation do their axes bear to each other and to the beach?
4. How are dunes formed? In what kind of weather does movement take place? From which direction?
5. How is the landward margin of the south beach unlike its seaward side? Why?
6. Where do the dunes reach their maximum size and elevation? Why at this place?

Stream Work (Erosion and Deposition)

1. Find the fall per mile of North Landing River from its mouth to the place where the 5-foot contour crosses it. From there to its source. (Fit a string to the meanders, straighten, and measure.)
2. What difference in strength of currents exists between these two parts? What difference in the work the river is doing?
3. How were the valleys east of Norfolk formed? The various peninsulas near the city?
4. How was Craney Island formed?
5. Compare the Northwest River with the North Landing in each of the respects mentioned in 1 and 2.
6. How were the islands in Tull Bay formed? The lower flats of these two rivers?
7. Are the coast lakes, bays, and marshes becoming shallower or deeper? What three processes are involved in this work?
8. Why are there no islands in Elizabeth River?
9. Compare the harbor at Norfolk with that at Willoughby bay. (Winds, storms, waves, tides, elevation of adjacent land, etc.)
10. How much farther at sea off Cape Henry is the 10-fathom line than near the south margin of the map? Why?

Lakes

11. Are they large or small, many or few, deep or shallow, even in outline?
2. What is the elevation of each above sea level?
3. Are their waters fresh or salt?
4. How wide is the mouth of Willoughby Bay? Is it increasing or diminishing in width?
5. What is the width of the opening of Lynnhaven River? Of Little Creek? Of Broad Bay?
6. How were the shore lakes and bay formed?

Culture (Work of Man)

1. Why is one location of government property on Hampton Roads?
2. What other location in this area are used by the national government? Why was each chosen?
3. How do they rank in importance?
4. Why is a beach of good location for a summer resort?
5. Of what significance is the excellent park north of Norfolk?
6. In which direction does the water flow in Jerico Canal? In the Reddick ditch?
7. What is the length of the Dismal Swamp canal as shown on this map? What is the use of these canals?
8. What is the minimum fall per mile among them between the 15 and 20 foot contour?
9. What is the elevation and use of the Albemarle and Chesapeake canal? What, along the beach, indicates its necessity?
10. What transportation facilities are afforded the city of Norfolk?
11. What is shown by the parallel 3-fathom line from Sewall Point to Portsmouth? Explain its necessity.
12. What was the influence of the topography of this region on the early settlement along the Atlantic Coast?
13. What is its influence on commerce? What is the population of Norfolk?
14. Compare this area as a whole with your home vicinity.

EXERCISE II.

FOUR OAKS QUADRANGLE

1. Give location and extent of the area, scale, and contour interval.
2. Find the maximum and minimum elevations shown on the map. What is the relief of the area?
3. Have the streams many or few branches? Are the larger ones long or short? Is the area as a whole well or poorly drained?

Valleys

4. Study the valleys between New Zealand Church and Stone Creek. Are they wide or narrow, long or short? Have they any branches? Are their slopes steep or gentle? What is the age of these valleys in terms of erosion? Are their streams filling them or cutting them deeper? Make a profile across one midway between the mouth and the source of its stream. How were these valleys formed?
5. About how wide is the valley of Mill Creek between Overshot and Bentonville? How does the steepness of its slopes compare with those studied in 4? Is this stream cutting its valley deeper? Make a profile across it. What is the age of this valley?
6. What is the fall per mile in Neuse River from Sage Pond down stream? Upstream? Find meanders, entrenched meander, double

channels? How were the islands formed? Compare Gar Gut and Swan Pond with the channels on either side of the Sage Pond island. What do the long narrow swamps near Swan Pond indicate? What is the probable origin of these swamps and ponds?

7. What becomes of the waters of Polecat and Miry Branches? Why does Mill Creek flow a long way down the floodplain before joining the Neuse?

8. Make a profile from the hilltop west of Antioch Church to M in Creeches Mill. What is the age of this valley? How does the valley near the A. C. L. railroad bridge differ from that where the profile was made? What is the difference in age?

9. How high above the floodplain is the terrace about Hickory Grove Church and northwestward? The one north of Galilee Church? Find the steep valley wall near the latter. What is its height? How was it formed? When? Why does Hannah Creek parallel the valley, joining Mill Creek instead of the main stream?

The Upland (Atlantic Coastal Plain)

10. Are the divides wide or narrow, straight or crooked, level or uneven? Have you ever seen sand or smooth rounded or flattened pebbles on this plain? What is their probable origin? What is The Meadow near Wentworth School? Is the area of the slopes in this quadrangle greater or smaller than that of the upland plain? What is the age of this topography?

Culture

11. In general what is the location of the roads and dwellings in this area? What does the map show about the density of population here? Estimate the number of dwellings per square mile. What occupation does this indicate? Why are the tributary valleys swampy in their upper parts? What occupations are suggested by the ponds in them?

12. What is indicated by the large number of churches and schools?

13. Compare the area as a whole with your home vicinity.

Drainage

14. What is the use of the canals along the northern margin of Neuse River Valley? Their length?

15. What length of ditch would be required to drain Little Dismal Swamp and that near the Wentworth School? What depth would be necessary?

EXERCISE III.

GAFFNEY, S. C.—N. C. QUADRANGLE

1. Give the location and extent of the area, scale, and contour interval.

2. What is the maximum elevation? The minimum? The relief?

3. Are there many or few streams? What does this indicate concerning rainfall? Is the natural drainage excellent, good, or poor?

4. Compute the fall per mile of Broad River below Cherokee Falls. Above. (Fit string to meanders, straighten, and measure.)

5. Are the divides few or many, wide or narrow, straight or crooked, level or uneven?

6. Has the surface been much or little affected by erosion? Is it mostly level or mostly slopes? What is its age in terms of erosion?

The Upland

7. How high are the divides above the larger streams? How high above sea level is the general upland plain?

8. What elevations are above this peneplain? How much? What are they called? How were they formed? How was the peneplain formed?

9. Have you ever found rounded or flattened pebbles on this upland? Compare their size, shape, etc., with those found in the larger streams.

10. The hill near Goat Island is how high above the railroad station? How was this hill formed? Find others of similar origin.

Culture

11. What is the location of the main roads? The branch roads? The dwellings?

12. What is the density of population in the rural districts of the area? (Measure 25 sq. mi., count residences, allow five inhabitants to each, and estimate the population per square mile.)

13. What occupations does this indicate?

14. What place names indicate occupations, industries, etc.?

EXERCISE IV

ROAN MOUNTAIN (TENN.—N. C.) QUADRANGLE

1. Give the location, extent, scale, and contour interval.

2. What is the maximum, the minimum elevation? The relief?

3. What topographic divisions may be made of this area? What is the difference between their higher elevations?

4. How do they compare in number and direction of streams?

5. Thru what rivers does this drainage reach the sea?

6. How was Watauga Water Gap formed? The wind gap at Gap Run? Find other examples of each.

7. Find examples of stream piracy.

8. What is indicated by the entrenched meanders of the Nolichucky and Cane Rivers?

9. Find the lakes and sinks near Johnson City and in two other localities. How long and how wide are they? Why are they located here?

10. What names of creeks, places, etc., indicate kinds of underlying rock?

11. What relation do the streams of the northwestern part of the

area bear to each other? To the belt of depressions extending north-eastward from Johnson City? To the mountain ranges?

12. What does this suggest about the positions of the different kinds of underlying rock?

Culture

13. What names of streams, places, etc., are of historic interest?

14. What names indicate mineral resources of the area? Kinds of timber, etc.?

15. Compare the location of the roads in the two physiographic divisions of the area. The location and distribution of dwellings.

16. What are the probable occupations in each?

EXERCISE V

DRAINAGE.—PARMELE QUADRANGLE

1. Give the location, extent, scale, and contour interval.

2. Approximately what per cent of the area is artificially drained?

3. In the long ditch extending southward to Conetoe, what is the fall per mile between the 40-ft. and 50-ft. contours?

4. Find the fall per mile, between the 30- and 40-ft. contours, in the long ditch near the southwest margin of the area? Between the 40-ft. and 50-ft. contours in the same ditch?

5. What is the total length of each of the longer ditches? The total fall in each? The average fall per mile in each?

6. What is the minimum fall per mile between contours in the ditches opening into Tar River near Shiloh Mills?

7. What is the minimum gradient used in the ditches in this area?

NEWBERN QUADRANGLE

1. What is the location, extent, scale, and contour interval?

2. What length of ditch from the 20-ft. contour would be necessary to drain the northern part of Great Dover Swamp shown here, north-eastward into Rollover Creek? Eastward into Batchelder Creek? What gradient could be secured?

3. Estimate the same from the 30-ft. contour.

4. How far westward from where the 30-ft. contour crosses Rollover Creek to an elevation of 50-ft. could a ditch with a fall of two feet per mile be extended?

5. Make the estimate for the southern part of the same swamp, the ditches to reach the 30-ft. contour and open into Scott Creek and other branches of Trent River.

6. Could the swamps in Township 8 be drained? Those in the vicinity of Jasper? Those in Brice Creek Pocoson?

7. Thru what outlets in each case?

8. Which of these areas would be worth draining? (See U. S. Soil Survey of the Craven Area.)

9. What areas shown on this map could not be drained?

10. How would extensive drainage affect the productivity of the land? Its value? (See N. C. G. & E. S., Econ. Paper No. 26, pages 23, 40.)

EXERCISE VI

DRAINAGE. WINTON QUADRANGLE

1. What is the fall per mile in the ditches south and east of White Oak Pocoson?
2. What is the gradient of the longest ditch shown here?
3. How much further into the same swamp could the ditches on the southwest be dug if the extension be given the same gradient as that estimated in question 2?
4. What other swamps in this area could be drained?

BECKFORD QUADRANGLE

1. How deep must a ditch be dug to open Dismal Swamp as shown here into Perquimans River?
2. What gradient could be secured in it from the 20-ft. contour south of Holly Ridge?
3. What stream offers the best outlet for a ditch draining Burnt Pocoson? What gradient could be secured? (See U. S. Soil Survey of Chowan, Perquimans, and Pasquotank Counties.)

EXERCISE VII

The teacher may improvise similar questions for the following quadrangles.

Chocowinity. (Washington, N. C., and parts of Pitt and Beaufort Cos.)

Trent River. (Trenton, and parts of Jones and Craven Cos.)

Ayden. (Parts of Pitt, Lenoir, and Craven Cos.)

Vanceboro. (Pitt, Beaufort, and Craven Cos.)

Hertford. (Perquimans and Pasquotank Cos.)

Williamston. (Bertie and Martin Cos.)

Winterville. (Pitt Co., Greenville and vicinity, and southward.)

1. What areas can be drained? (Prof. Wm. Cain, N. C. G. & E. S., Econ. Paper No. 31 page 34.)
2. What is the cost of drainage? (See the same, pages 14 and 15.)

EXERCISE VIII

U. S. WEATHER MAPS

1. Place a piece of tissue paper about two inches square on the map with the word "LOW" at the center. Carefully trace the word and the arrows on the paper.
2. Place the same paper on another "LOW" and trace the arrows.
3. Continue this on other maps until the paper is well dotted.
4. Do the arrows show atmospheric movement with the hands of a watch or counter clockwise?

5. Do the arrow tips point toward the center of the area or away from it?
6. Does this indicate rising or downward movement of air in the center of the area?
7. Is this the "Cyclone" or the anticyclonic area?
8. Try the same exercise with the "HIGH". Carefully compare.
9. What is the approximate diameter of each area when well developed? (Use length of Kansas as 400 miles.)

EXERCISE IX

Movement of the Areas. (Select maps with consecutive dates.)

1. On a blank map of U. S., or on a blackboard map drawn for this purpose, locate the position of a "LOW" in the Pacific Northwest.
2. From map of next date locate the same area (found farther east) on the same blank.
3. Continue until the area reaches the Atlantic. Join these positions with a row of arrows.
4. Trace the movement of a "LOW" appearing in Arizona or Southern California.
5. In a similar way map the movement of a "HIGH".

EXERCISE X

MINERALS

Hardness. 1. Place the minerals provided by the teacher in a row in order of their hardness, the hardest on the right.

2. Separate the above minerals into three groups: (*a*) *soft* minerals, those that can be scratched with the thumb nail; (*b*) *hard*, those harder than (*a*) that can be scratched by a knife; and (*c*) *very hard*, minerals too hard for the knife.

3. Scale of hardness. Number 1 is scratched very easily with the thumb nail; 2, less easily; 3 is just scratched by a copper coin; 4, by a wire nail; 5, by a knife blade (tempered steel is about 5.5); 6, will scratch the knife or window glass; 7 is the hardness of quartz.

4. Test the hardness of several other minerals giving each its correct number in the scale.

Cleavage. 1. Select a mineral having two of its sides parallel and much larger than its other sides. These smooth, shiny faces are cleavage planes and this mineral has cleavage in one direction.

2. Select a broken specimen having only two sets of smooth parallel planes. What are these faces called? This is cleavage in two directions.

3. Find a fragment bounded by three sets of parallel planes. This is cleavage in how many directions?

4. Examine, on specimens used in 1 and 2, the remaining faces. Are they rough or smooth, dull or shiny? These are *fracture* faces.

5. Find them on several other specimens.

6. Find a mineral having no cleavage planes. What are these surfaces called?

7. Examine the broken surfaces of quartz or glass. This is conchoidal fracture.

Other properties. 1. What is the color of the mark made by scratching a selected specimen? The color of this fine powder is called the streak of the mineral.

2. Find the streak of several minerals that have shiny faces.

3. Do you find a black mineral having a gray or white streak?

4. Do the metallic minerals have the same intensity of glisten or shine (*luster*) as those that make a white streak?

5. What is the streak of the metals?

6. Observe the "shine" of quartz or glass (glassy luster). That of lead (metallic luster).

7. Find a mineral that has no shiny or glistening surface (dull luster).

8. Compare several minerals by weighing them successively in the hand. Are they light, medium, or heavy (gravity)?

DETERMINATION OF MINERALS

Record your observations on the following physical properties of a specimen.

1. What is its hardness? Its gravity? Streak? Color?

2. Its cleavage or fracture? Is a right angle (or nearly so) made where the cleavage faces meet or is it much greater or much smaller than a right angle?

3. Is its luster metallic (e. g. copper)? Glassy? Dull or earthy?

4. Has it parallel striations on its faces, or other peculiarities?

5. Find the name of the mineral by comparing your description with that in the text or reference book.

6. Would it weather easily or slowly?

7. What uses are made of this mineral?

EXERCISE XI

IGNEOUS ROCKS

Texture. 1. Is the rock coarse grained or too fine for the grains (crystals) to be seen?

2. Are some of its grains distinctly larger than those around them?

Minerals and Color. 3. What minerals do you see in it? Are they mostly light in color or chiefly dark? Clearly or indistinctly separated?

Gravity. 4. Weigh several specimens successively in the hand. Which are heavier the light colored or the darker ones?

5. Find name by comparing your description with that in the text or reference book?

SEDIMENTARY ROCKS

1. Is it stratified? Does it occur in layers?
2. Is it composed of fragments? Coarse or fine? Of same size? Are some rounded or are all angular?
3. Is it firmly or poorly cemented?
4. What is its hardness?
5. Does it give a clay odor when breathed upon?
6. Does it effervesce when a drop of hydrochloric acid is applied? (Use glass rod or medicine dropper.)
7. Do you see shells or other fossils in it?
8. What minerals are present?
9. Name by comparing your description with that in book.

METAMORPHIC ROCKS

1. Have the grains (crystals) a clean, sharp, line of separation between them or do they seem to be much overlapped or otherwise indistinct?
2. Is the rock composed chiefly of one mineral or of several?
3. Compare its appearance on the larger flat side with that of its edges.
4. Are the minerals arranged in layers? Does each layer contain one or several minerals? Are layers different in color?
5. Of what minerals is the rock composed?
6. Find its name by comparing your description with that in book.

EXERCISE XII

FIELD WORK

Streams and Valleys. 1. Observe change from rills to gulleys, gulleys to rivulets, to creeks, to small rivers, and to larger rivers.

2. Which are intermittent? What is the length of the flow season? Dates of its beginning and ceasing?

3. Sketch several profiles showing various depths and widths of valleys.

4. Is the stream cutting its valley deeper (bottom clean) or filling it?

5. Find the place where the mature valley begins. What cutting is the stream doing here? Do you find any terraces? Explain them.

6. Find meanders, oxbow cutoffs, sloughs and lakes. Explain.

7. Trace out the relation of the above to the present channel.

8. What work is the stream doing on the inner side of the meander curve? On the outer side? Where it touches the valley slope?

9. Explain the position, various forms, sizes, and shape of the pebbles found in or near the stream.

Weathering. 1. Locate the position of the groundwater level (wells, seeps, springs, lakes, etc.). What do intermittent streams show?

2. What agencies of weathering are in operation on the valley sides? (Plants, burrowing animals, frost, shrinkage, etc.) What is their relative importance?

3. Are there any deposits at the foot of the valley wall? Why? Sketch and name them.

SOILS

1. Make a sketch of a river bank, railroad cut, or wall of an excavation. Show depth of top soil (dark colored, humus, plant decay) subsoil, change from soil to disintegrating rock, solid rock, also position of any layers of clay, sand, or gravel.

2. Find a cut in a river floodplain. Look for layers of humus at various depths (former positions of surface). Explain.

3. Observe the soil on a floodplain near the bank of the stream. Is it coarse or fine? Sand, clay, or mixed? How does it change in composition with increase of distance toward the valley wall?

4. How does the soil of the hillside compare with that of the valley? With that of the upland in color, depth, kind of material?

5. How could the ditches and gulleys be filled and others prevented?

6. Which of these soils holds moisture better after rain? In dry weather?

7. What plants that grow naturally in the valley, do not grow on the hillside? On the upland?

8. Which of these soils produces the greater amount of vegetation per acre?

9. Compare them as to kind and quantity of product under cultivation.

SUGGESTIONS TO TEACHERS

Every teacher should have clearly in mind the principles enunciated in an excellent article on this subject written for the Handbook for High School Teachers (1910) by Professor Collier Cobb, Head of the Department of Geology in the University of North Carolina. In this article Prof. Cobb discusses the aims and objects of the study of this subject and its value as an educational science.

In the accompanying exercises no mention has been made of many topics that should have consideration in the field and in the laboratory. These exercises should be adapted to the advancement of the pupils, the length of laboratory period, equipment, etc. Numbers I and II will make five or more exercises for some classes. In certain schools part of the questions in some of the exercises should be omitted. Use illustrations from magazines, books, newspapers, post cards, advertisements of summer resorts, and from every other available source.

On the reading of contour maps, consult any good text on physiography; Salisbury's (published by Holt) are especially good. See also the inside front cover of any geologic folio and Dr. Emerson's Manual (pages 60 to 65). A thoro knowledge of map reading is essential to success in this work.

EXERCISE I

The terms quadrangle, sheet, and area are used interchangeably. The scale is read one plus miles per inch, two plus miles per inch, etc. The fraction means that one inch on the map represents 125,000 inches on the earth's surface. The extent is usually given square miles or in a fraction of a "square degree." The relief is the difference between the maximum and minimum elevations.

In making profiles use cross section paper (for sale at bookstore) or have pupils rule paper after the teacher explains by diagram on the blackboard. Always make the horizontal scale the same as that of the map. For the vertical scale in the eastern part of the state use 400 ft. equals one inch (or 200 ft. equals one centimeter). This exaggerates about 13 times if the horizontal scale is one plus miles per inch, or 26 times if two plus, etc. In Piedmont areas make 1000 ft. equal one inch and in mountain regions, 4000 ft. In making the profile of Norfolk area the east end will be below the line representing sea level. For a study of the beach the instructor should have "Where the Wind Does the Work" (National Geographic Magazine, Vol. 17, pp. 310-17), by Prof. Collier Cobb, quoted by W. B. Clark in Vol. 3, N. C. G. & E. S., p. 32. See also "Notes on the Geology of the Currituck Banks," by the same writer. These and other excellent papers by Prof. Cobb will appear in a book now in preparation.

EXERCISE II

The set of questions given here for the study of the Four Oaks quadrangle is in the form frequently used in normal schools, colleges and universities; probably one number will be enough for a single exercise in some high schools. For

kind and distribution of rocks, see (maps in pocket) Vol. 3, N. C. G. & E. S. This gives also the physiography of eastern North Carolina and many useful illustrations of parts of the areas mentioned here. The sand and rounded or flattened pebbles found on the uplands indicate former positions of the seashore. For explanation of the steep right banks of the rivers, read Prof. Cobb's article on "Deflective Effects of the Earth's Rotation as Shown in Streams" (Elisha Mitchell Scientific Society, Journal, Vol. 10, Pt. 1).

Similar questions may be improvised for the following quadrangles located in the same part of the state. Most of these have similar topography tho not so varied. The names indicate the location. Coharie (Clinton, northward and westward), Kenly (Johnson, Wilson, and Wayne Cos.), Springhope (southwest of Nashville, Nash Co.), Rocky Mount, Wilson (city and southward), Falkland (south of Tarboro), Tarboro (city and westward).

OTHER EXERCISES

The questions for the Gaffney area may be taken as a type for all quadrangles in the Piedmont Belt. This includes Columbia, S. C., Sharon, S. C., Kings Mountain, S. C.-N. C., Charlotte, Lincolnton, Statesville, Yadkinville, and parts of Hillsville (Mt. Airy and northward), Wilkesboro, Hickory, and Saluda. (See Professional Paper No. 73, U. S. Geol. Surv.)

In the mountain district of western North Carolina, partly shown in the Roan Mountain area, the Murphy, Ducktown, Tenn.-N. C., Cowee, and Mt. Guyot sheets are published in addition to those named among the geologic folios. Most of these show two or three cycles of erosion.

It is a good plan to study a single topic from several maps during one laboratory period. Sand dunes in the Norfolk, Va.-N. C., Tolleston, Ind., Kinsley, Kans., and Holtville, Calif. areas afford an interesting variety. A few questions from each map on the source of sand, its movement, the directions of prevailing wind during dry seasons, and the effect

on streams, forests, roads, railways, and agriculture, will suffice. Lakes, rivers, mountains, location of cities, irrigation and drainage projects, and various other features, may be profitably studied in this way.

ARTIFICIAL DRAINAGE

If possible visit, with the class, a dredge at work or an area that has been drained, carefully noting kinds of soil, also changes in fertility, kind of product, and amount of labor required, as a result of the ditching.

In many areas a soil survey should be made before the expense of ditching is incurred and some that could be drained perhaps should not be. (Prof. Cobb, "Forests of North Carolina," in North Carolina Booklet, Oct. 1912, p. 145). Concerning the benefit derived by draining overflowed lands in the Piedmont region, read Economic Paper No. 26, N. C. G. & E. S., p. 10 (Dr. J. H. Pratt), and Econ. Paper No. 31, p. 12.

WEATHER MAPS

For use in the first exercise select maps showing well developed areas i. e., with isobars close together. Make various comparisons of temperature in the high and low areas. Find from the map the kind of weather prevailing in each area? Preceding and following each? Compare with observations for your own locality.

Give temperatures for various points in the United States and require pupils to draw the isotherms for that date.

Give the barometric readings (from a Weather Map) in a LOW and require students to draw the isobars and locate the center of the area.

Carefully observe and record wind direction and changes, temperature, conditions in atmosphere, etc., and from this identify the area controlling the weather and locate the direction its center. Compare with map for the same date.

These maps are not sent to individuals but may be obtained (free) by the principal for use in school. Keep everyone for use in the laboratory. If you have more than 50 pupils in

this subject, ask for two copies daily. Apply to the Section Director, U. S. Weather Bureau, Raleigh, N. C.

MINERALS AND ROCKS

The vast undeveloped mineral resources of the state and the requirements of admission to universities make it necessary to emphasize this topic. On every field trip collect as many specimens as possible and ask the students to bring others at any time.

In addition to all acquired in this way you will need to purchase typical specimens in pound lots. For small classes 1 lb. of each will be enough at first. The following are suggested: talc, gypsum, calcite, fluorite, apatite, orthoclase, quartz, muscovite, hornblende, asbestos, corundum, galena, labradorite, pyroxene, hematite, pyrite, sphalerite, limonite, magnetite, azurite, malachite, barite.

Proceed slowly. Give the exercises on physical properties without pupils knowing the name of the mineral. This is excellent training for the powers of observation. Have some crystals at hand to avoid confusion with cleavage faces. Follow the exercises given requiring the pupil to find the name of the specimen by means of his written description.

Rocks are not described by using the physical properties of minerals. Begin with rocks of coarse, even grain (texture) and light color and gradually work to the other extremes. Do not try to do too much in one laboratory period; insist on identification from written descriptions. This teaches accurate observation and develops the power of decision.

The following should be among those first studied: granite, rhyolite, syenite, diorite, basalt, diabase, gabbro, periodotite, conglomerate, sandstone, shale, limestone, coquina, marl, breccia, schist, gneiss, slate, and marble. Reliable dealers in minerals and rocks are: Foote Mineral Co., 107 N. 19 St., Philadelphia, Pa.; and E. E. Howell 612 17 St., N. W., Washington, D. C. Ask for circulars quoting prices on pound lots. Schools of limited means should buy only a few from each of the above lists at first.

FIELD WORK

The teacher must be familiar with the details of the area to be studied before making the trip with a class. In general, they should be conducted outside of school hours unless the field is not far distant. Train trips are desirable if good connections can be had to and from the area. Have picnics, but avoid them on field trips; they are not conducive to good work.

Some teachers prefer to give students a list of questions requiring them to make the trip individually and to submit a written report before going with the instructor. This is a good test of the pupils' knowledge and teaches self-reliance. In many places students can be assigned observations to be made while going to and from school. Always require notes on the observations made in the field and a full written report after the return. Make a trip to a river, a waterfall, a beach, a stone quarry, a mine, a cave, a lake, or any other place of interest.

SOILS

Find in the field the rocks, soils, etc., located on the geologic map of your area and collect samples of each kind or type.

From the U. S. Soil Survey map of your county, and from the report accompanying this map, identify the soils of your vicinity and collect samples of each.

Ascertain what crops are grown on each soil and whether each is well adapted to it.

What changes should be made to increase the profits of the farmer?

REFERENCES AND EQUIPMENT

Among the best are "Manual of Physical Geography," by Dr. F. V. Emerson (Macmillan), thoro and practical; "Laboratory Exercises in Physical Geography," by Everly, Blount and Walton, (American Book Co., post paid 56 cents), the best one for small schools; "Laboratory Manual in Physical Geography," by F. W. Darling (Atkinson, Mentzer, and

Grover, Chicago); and one by the late Prof. R. S. Tarr, too large and expensive. Dana's Manual of Mineralogy, by W. E. Ford (Wiley & Sons, New York, \$2.00), is the best. It serves for both minerals and rocks. Other references are given by Prof. Cobb in the Handbook.

The North Carolina Geologic and Economic Survey publishes excellent books and pamphlets for free distribution. Among them are Volume 3, on the eastern part of the state, (postage 35 cents); Economic Paper No. 23 (minerals, postage, 10 cents); Economic Papers No. 27 (by Dr. Pratt) and 28 (Prof. T. F. Hickerson), on good roads, postage, 10 cents each; and Nos. 26 (3 cents) and 31 (4 cents), on artificial drainage. Those mentioned here are needed by every teacher in the state. For a list of publications (1 cent), apply to Dr. Joseph Hyde Pratt, State Geologist, Chapel Hill, N. C.

The U. S. Geological Survey has published the following folios for North Carolina: No. 80, Norfolk, Va.-N. C.; 90, Cranberry (northwestern corner of N. C.); 116, Asheville; 124, Mt. Mitchell; 143, Nantahala (s. w. corner); 147, Pisgah, S. C.-N. C. (illustrated); and Roan Mountain, Tenn.-N. C.

These folios are sold for 25 cents each, postpaid, and should be ordered by number given above. Every teacher should have at least two folios; No. 80 and one for the western part of the state. The topographic maps are ordered by name and cost 10 cents each, or \$6.00 per hundred if 50 or more copies are ordered. The Norfolk sheet is double size and sells for 20 cents, or 12 cents wholesale, (postpaid). It is best to have one map for each student in the class or at least a map for each group of two, and therefore best to buy at the wholesale rate. At this rate 50 maps can be had for \$3.00 while 29 would cost \$2.90. In ordering ask for list of physiographic types (free) and Index Atlas for the Appalachian Region (free). Send money order; no stamps are taken. Address, The Director, U. S. Geol. Survey, Washington, D. C.

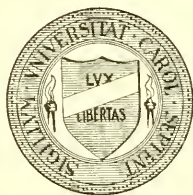
U. S. Soil Surveys have been made as follows: Raleigh to Newbern Area, 1900; Statesville Area, 1901; Hickory Area, '02; Mt. Mitchell Area, '02; Asheville Area, '03; Craven

Area, '03; Norfolk, Va., Area, '03; Perquimans and Pasquotank Area, '05; Lake Mattamuskeet Area, '09; and the following county areas; Alamance, '01; Duplin, '05; Chowan, '06; New Hanover, '06; Transylvania, '06; Edgecombe, '07; Henderson, '07; Caswell, '08; Robeson, '08; Gaston, '09; Pitt, '09; Scotland, '09; Cabarrus, 1910; Mecklenburg, 1910.

These may be procured free by applying to Senators and Representatives in Congress, or to The Editor and Chief of the Division of Publications, U. S. Dept. of Agriculture, Washington, D. C. In making requests use this form: "Soil Survey, Pitt County Area, N. C., 1909." Government publications are for sale by the Superintendent of Documents, Washington, D. C.

Supplement to The North Carolina High School Bulletin
Vol. IV, No. 2. April, 1913

ANNOUNCEMENT
OF
The University of North Carolina



SUMMER SCHOOL FOR
TEACHERS

1913

JUNE 11—JULY 23
(SIX WEEKS)

THE SEEMAN PRINTERY
DURHAM, N. C.
1913



SOUTH BUILDING AND WELL

SUMMER SCHOOL CALENDAR

Wednesday, June 11.....Registration Day
 Thursday, June 12.....Classes Begin
 Friday, June 13.....General Meeting—Public Exercises—12 M.
 Saturday, June 14.....Reception in the Library—8:30 P. M.
 Monday-Saturday, June 23-28.....Rural Life Week
 Friday, July 4.....Holiday—Public Exercises
 Thursday and Friday, July 10-11.....State Examinations
 Tuesday, July 15, to Tuesday, July 22.....Braun Art Exhibit
 Tuesday and Wednesday, July 22-23.....Summer School Examinations
 Wednesday, July 23.....Closing Exercises

J U N E							J U L Y						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30						27	28	29	30	31		

IMPORTANT SUGGESTIONS

1. Have your room reserved in advance. See page 22.
2. Choose your room-mate and have her to make her reservation promptly; otherwise the management will have to assign someone to the room with you.
3. Before leaving home mark your trunk plainly, putting your own name on it and the name of the dormitory to which you have been assigned, and have it checked to Chapel Hill, N. C.
4. Be sure to provide yourself with the necessary articles which you are expected to bring: bed linen, pillows, towels, etc. See page 22.
5. If convenient for you to do so, confer with your superintendent or teacher and get his advice as to the definite work you shall pursue in the Summer School. He can probably give you some good advice in this matter.
6. Do not attempt to do too much. Except in very rare cases 18 hours a week is enough to attempt.
7. Decide before coming that you will stay the full six weeks. It will cost but little more to stay the full term than it will to stay a few days, and the benefits will be multiplied several fold.
8. Be on hand promptly for the opening day. The person who begins his work a day or a week late is obliged to labor under a handicap. Work will start promptly as scheduled, and the pace will be brisk.
9. If, after examining this bulletin carefully, there is further information you desire, address N. W. Walker, Director of the Summer School, Chapel Hill, N. C.

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HARRY WOODBURN CHASE, Ph. D., (*Professor of the Philosophy of Education in the University of North Carolina*). **Education**

A. B., Dartmouth College, 1904; Teacher in the Groveland High School, (Mass.), 1904-1908; A. M., Dartmouth College, 1908; Director of the Clinic for Subnormal Children, Clark University, 1909-1910; Ph. D., *ibid.*, 1910; Professor of the Philosophy of Education, University of North Carolina, 1910—.

GEORGE MCFARLAND MCKIE, A. M., (*Associate Professor of Public Speaking in the University of North Carolina*). **English**

Graduate, Emerson College of Oratory, 1898; A. B., A. M., University of North Carolina, 1907; Student, Harvard University, 1907-1908; Instructor in English, University of North Carolina, 1899-1908; Associate Professor of Public Speaking, *ibid.*, 1908—.

MISS MARY OWEN GRAHAM, *Assistant Superintendent of Public Instruction for Mecklenburg County*. **Primary Methods**

Graduate, Presbyterian College for Women; Student, University of North Carolina Summer School; Student, Summer School of the South; Teacher in the Charlotte City Schools; Instructor in the Summer School of the North Carolina College of Agriculture and Mechanic Arts; Instructor in Primary Methods, Fredericksburg, Va., Summer School; Student, Teachers' College, Columbia University, 1908; Supervising Teacher, Training School, North Carolina State Normal and Industrial College, 1909-1912; Assistant Superintendent of Public Instruction for Mecklenburg County, 1912—.

SAMUEL LLOYD SHEEP, M. E., (*Superintendent of the Elizabeth City Graded Schools*). **Mathematics**

Master's Diploma, Bloomsburg (Pa.) State Normal School, 1875; Graduate Student, *ibid.*, 1875-1876; Superintendent of Schools, Watertown, Pa., 1877-1878; Principal, Atlantic Collegiate Institute, Elizabeth City, N. C., 1878-1907; Superintendent, Summer Normal School, Elizabeth City, 1880-1889; Superintendent of Schools of Pasquotank County, and Institute Conductor; President, State Association of City Superintendents, 1912; Superintendent of the Graded Schools of Elizabeth City, 1907—.

ROBERT DIGGS WIMBERLY CONNOR, Ph. B., (*Secretary of the North Carolina Historical Commission*). **History**

Ph. B., University of North Carolina, 1899; Teacher of English and History in the Winston City High School, 1899-1902; Superintendent of the Oxford Public Schools, 1902; Principal of the Wilmington City High School and Teacher of History, 1902-1904; Secretary, Educational Campaign Committee in the office of the State Superintendent of Public Instruction, 1904-1907;

Secretary of the North Carolina Teachers' Assembly, 1906—; Secretary and Executive Officer of the North Carolina Historical Commission, 1907—; Author of "Cornelius Harnett: An Essay in North Carolina History," "The Story of the Old North State," "Makers of North Carolina History," and joint-author, with Clarence Poe, of "The Life and Speeches of Charles Brantley Aycock"; President of the State Literary and Historical Association, 1912; and Secretary, *ibid.*, 1913—.

JAMES MUNSIE BELL, Ph. D., (*Associate Professor of Chemistry Physical Chemistry in the University of North Carolina*).

B. A., University of Toronto, 1902; A. M., *ibid.*, 1905; Assistant in Chemistry, Cornell University, 1902-1903; Graduate Scholar in Chemistry, *ibid.*, 1903-1904; Sage Fellow in Chemistry, *ibid.*, 1904-1905; Ph. D., *ibid.*, 1905; Bureau of Soils U. S. Dept. of Agriculture, 1905-1910; Associate Professor of Physical Chemistry, University of North Carolina, 1910—.

HENRY PATRICK HARDING, A. B., (*Assistant Superintendent, Charlotte City Schools.*) **Mathematics**

A. B., University of North Carolina, 1899; Principal, New Bern Graded Schools, 1899-1901; Superintendent, Oxford Graded Schools, 1901-1902; Superintendent, New Bern Graded Schools, 1902-1904; Principal, Charlotte City High School, 1904-1912; Assistant Superintendent, Charlotte City Schools, 1912—.

VIVIAN LEROY CHRISLER, A. M., (*Instructor in Physics in the University of North Carolina*) **Physics**

A. B., Piedmont College, 1902; Assistant in Physics, University of Nebraska, 1906-1909; B. S., *ibid.*, 1908; A. M., *ibid.*, 1909; instructor in Science and Mathematics, Piedmont College, 1909-1910; Instructor in Physics, University of North Carolina, 1910—.

THOMAS JAMES WILSON, JR., Ph. D., (*Associate Professor of Latin in the University of North Carolina*) **Latin and Greek**

A. B., University of North Carolina, 1894; A. M., *ibid.*, 1896; Ph. D., *ibid.*, 1898; instructor in Latin and Greek, 1899-1901; Instructor in Latin, *ibid.*, 1901-1902; Student, University of Chicago, 1903, 1906; Associate Professor of Latin, University of North Carolina, 1902—; Registrar, *ibid.*, 1908—.

JOHN E. SMITH, M. S., (*Instructor in Geology in the University of North Carolina*) **Geography**

B. S., Oregon Agricultural College, '02; Oregon State Teachers' (life) Diploma, 1906; Student, University of Washington at Seattle, Summer Session, 1907; Student, University of Chicago, Summer Quarters, 1908, 1909, 1910; Graduate Student, Iowa State College, 1910-11;

M. S., *ibid.*, 1911; Graduate Student, University of Missouri, 1911-1912; Teacher in Public Schools of Oregon, 1902-1904; Instructor in Science, Roseburg, (Oregon) High School, 1904-1905; Head of Department of Science, High School, Salem Oregon, 1905-1908; Assistant in Botany, Kansas State Agricultural College, 1908-1910; Assistant on Road and Concrete Materials, Iowa Geological Survey, 1911; Curators' (teaching) Fellow in Geology, University of Missouri, 1911-1912; Instructor in Geology, University of North Carolina, 1912 —.

LILY NELSON JONES, (*Supervisor of Writing in the Durham City Schools*). **Writing**

Graduate of Greensboro Female College; Student, Summer School of the South; Student, University of Virginia Summer School; Student, Columbia University, Summer Sessions of 1911 and 1912; Instructor in writing, Martinsville, Virginia Summer School, Newport News Normal, Fredericksburg Normal, and the University of Virginia Summer School, 1909 and 1910; Instructor in Primary Work in the North Carolina Institutes, 1912; Teacher of Primary Grades in the Durham City Schools, 1904-1910; Supervisor of writing, *ibid.*, 1911 —.

LEILA M. COBB, (*Critic Teacher in the Practice School of Winthrop College, Rock Hill, S. C.*). **Primary Methods**

Student, The North Carolina State Normal College, 1894-1896; Teacher in the Goldsboro Public Schools, 1900-1907; Teacher in the Wilmington City Schools 1908-1909; Teacher in the Chapel Hill School, 1909-1910; Instructor in Primary Methods, the University of North Carolina Summer School, 1910; Critic teacher in the Practice School of Winthrop College, 1910 —.

GUSTAV HAGEDORN, (*Dean of the School of Music, Meredith College*). **Public School Music**

Pupil of Adolph Hahn and Leopold Lichtenberg; Pupil of Issay Barmas and Edgar Stillman Kelley, Berlin; late member of the Cincinnati Symphony Orchestra (five years); Professor of Violin, Orchestral Instruments, and Instructor in Harmony, Counterpoint, Meredith College, 1906 —; Dean of the School of Music, *ibid.*, 1912 —.

ELIZABETH BURTT HAGEDORN, (*Professor of Piano in Meredith College*). **Piano**

Artist and Teacher's Diploma, New England Conservatory of Music; Pupil of Rafael Joseffy, New York; Pupil of Lehvinne, Berlin; Professor of Piano in Meredith College, 1903 —.

EDITH WINFIELD TRUITT, (*Supervisor of Music in the Asheville City Schools*). **Public School Music**

Graduate of Barton Academy, Mobile, Ala., 1906; Graduate of Burkettwitz Conservatory of Music, Mobile,

1907; Supervisor of Music, Minden, Louisiana, 1906-1907; Special Teacher, Normal Classes, Wilmer, Alabama, 1907-1909; Supervisor of Music, Dothan, Alabama, 1909-1910; Supervisor of Music, Asheville, North Carolina, 1911—.

GEORGE KENNETH GRANT HENRY, A. M., (*Instructor in Latin in the University of North Carolina*). **Latin**

A. B., Hamilton College, 1900; A. M., *ibid.*, 1904; Instructor in Mathematics, University of North Carolina, 1908-1909; Instructor in Latin, *ibid.*, 1909—.

HENRY B. MORROW, A. B., (*Principal Chapel Hill Public High School*). **Grammar School Branches**

A. B., University of North Carolina, 1912; Teacher in Henderson Public Schools; Teacher in King's Business College, Raleigh; Principal, Chapel Hill Public High School, 1912—.

MRS. JENNIE McIVER WEATHERSPOON (*Supervisor of Drawing in the Training School of North Carolina State Normal and Industrial College, Greensboro*). **Drawing**

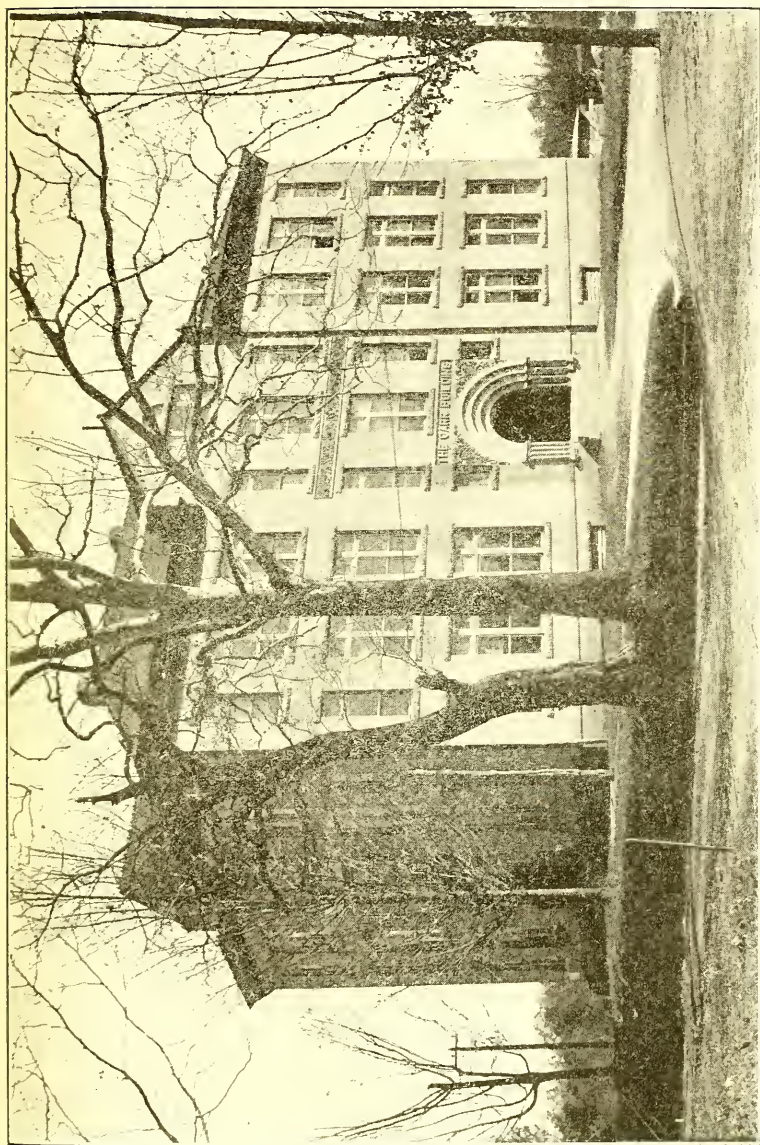
Student at Peace Institute, Raleigh, North Carolina, 1888-1890; Student at The North Carolina State Normal and Industrial College, Greensboro, 1892-1893; Teacher in the City Schools, Greensboro, North Carolina, 1893-1900; Supervisor of the first primary grade in The Training School of The North Carolina State Normal and Industrial College, 1906-1909; Student in Fine Arts at Teachers College, Columbia University, New York City, 1909-1910; Supervisor of Drawing in The Training School of The North Carolina State Normal and Industrial College, 1910—.

MRS. T. EDGAR JOHNSTON, (*Supervisor of the Primary Department of the Salisbury Graded Schools*). **Primary Work in Practice School**

Graduate of Mount Amoena Seminary; Student, Teachers' College, Columbia University, Summer Session, 1911; Teacher in the Primary grades, Salisbury Public Schools, 1904-1910; Supervisor of the Primary Department of the Salisbury Public Schools, 1910—.

EDGAR ALLAN HODSON, B. S., (*Instructor in Agronomy in the North Carolina College of Agriculture and Mechanic Arts*). **Agriculture and Nature Study**

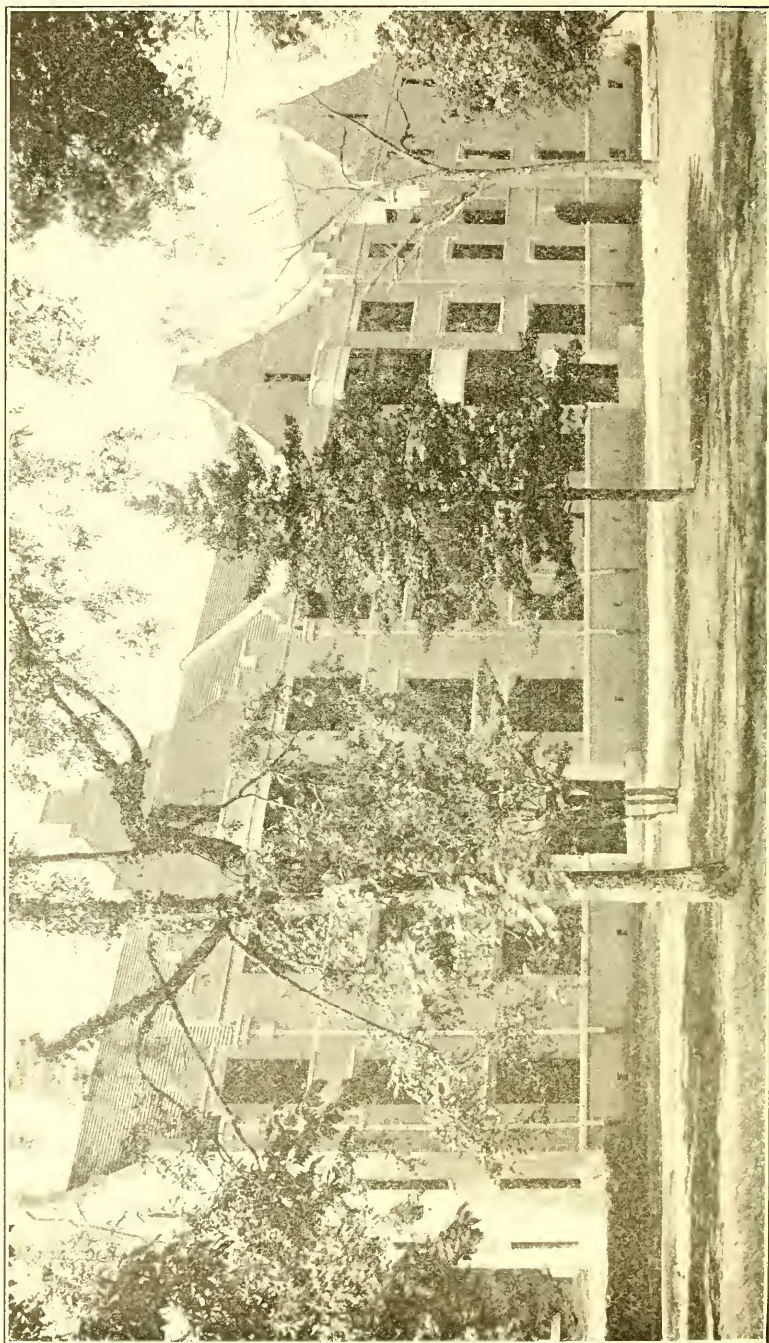
B. S., Alabama Polytechnic Institute, Auburn, 1911; Scientific Assistant for Special Research Work in the Department of Botany, *ibid.*, 1911; Assistant in Extension Department, *ibid.*, 1911; Instructor in Agronomy, in the North Carolina College of Agriculture and Mechanic Arts, 1911—.



CARR BUILDING

To be used as Ladies' Dormitory for the Summer School in 1913

Matron: Mrs. T. W. Costen, Gates, N. C.



NEW DORMITORY: PETTIGREW-VANCE-BATTLE SECTIONS

SPECIAL LECTURERS

CHARLES DE GARMO, Ph. D., (<i>Professor of the Science and Art of Education in Cornell University</i>).	Secondary Education
EDWIN R. JACKSON, B. S., (<i>Expert in the Forest Service, U. S. Department of Agriculture</i>).	Forestry
WATSON S. RANKIN, M. D., (<i>Secretary of the North Carolina State Board of Health</i>).	Public Health And Hygiene
LAUTREC CRANMER BROGDEN, (<i>State Supervisor of Rural Elementary Schools for North Carolina</i>).	School Supervision and Management
MISS MINNIE W. LEATHERMAN, (<i>Secretary of the North Carolina Library Commission</i>).	School Libraries
COLLIER COBB, A. M., (<i>Professor of Geology in the University of North Carolina</i>).	Geography
KARL JANSEN, (<i>Popular Lecturer and Entertainer</i>).	Physical Training and Story Telling
GEORGE SOLOMON, (<i>Rabbi Congregation Michve Israel, 1516 Drayton Street, Savannah, Ga.</i>).	History and Literature of the Jewish People

PUBLIC LECTURERS

- DR. F. P. VENABLE, President of the University of North Carolina.
- DR. J. Y. JOYNER, State Superintendent of Public Instruction.
- DR. KEMP P. BATTLE, Ex-President of the University of North Carolina.
- DR. J. I. FOUST, President of the North Carolina State Normal and Industrial College.
- HON. JOSEPHUS DANIELS, Secretary of the Navy.
- MR. EDWARD K. GRAHAM, Professor of English in the University of North Carolina.
- MR. A. H. PATTERSON, Professor of Physics in the University of North Carolina.
- MR. COLLIER COBB, Professor of Geology in the University of North Carolina.

MR. CLARENCE POE, Editor of *The Progressive Farmer*.

MR. EDWIN R. JACKSON, Expert U. S. Forest Service.

MR. KARL JANSEN, Swedish-American Lecturer and Entertainer.

MR. M. C. S. NOBLE, Professor of Pedagogy in the University of North Carolina.

DR. JOSEPH HYDE PRATT, State Geologist for North Carolina.

DR. CHARLES DE GARMO, Professor of Education in Cornell University.

DR. WM. PERRY REAVES, Greensboro, N. C.

DR. A. P. BOURLAND, Executive Secretary of the Conference for Education in the South.

MRS. W. R. HOLLOWELL, Goldsboro, N. C.

PROF. I. O. SCHAUB, Special Agent in Extension, U. S. Department of Agriculture.

DR. JOHN LEE COULTER, Expert Special Agent in Charge of Agricultural Division, Department of Commerce and Labor, Washington, D. C.

COL. FRED A. OLDS, Journalist, Raleigh, N. C.

MR. ZEBULON JUDD, Superintendent of the Wake County Schools.

MR. I. C. GRIFFIN, Superintendent of the Marion Graded Schools.

MISS BEULAH E. McNEMAR, Reader and Platform Entertainer.

OTHER OFFICERS AND ASSISTANTS

MRS. CLIFTON L. WHITAKER, Matron Vance-Battle-Pettigrew Building

MRS. JAMES Y. PARIS and MISS CLAUDIA A. WINKLER.... Assistants

MRS. J. T. YEARGIN..... Matron, Mary Ann Smith Building

MRS. T. W. COSTEN..... Matron, Carr Building

MISS MARGARET COOKE JONES Assistant Secretary

DR. ERIC A. ABERNETHY Physician to the Summer School

ADVISORY COMMITTEE

N. W. WALKER, *Chairman*,

GEORGE HOWE,

A. H. PATTERSON,

H. W. CHASE,

E. K. GRAHAM,

M. H. STACY,

L. R. WILSON.

GENERAL INFORMATION

The Summer Term: June 11—July 23

The twenty-sixth session of the University Summer School for Teachers will open on Wednesday, June 11, and continue for a term of six weeks, closing on Wednesday, July 23. The school will be in session six days each week.

Registration

Registration will begin on Wednesday, June 11. All students of the Summer School are urged to be present and register on this day, as the regular class work will begin promptly at 8:30 on Thursday morning, June 12. There are certain preliminary arrangements to be made in the way of selecting courses, securing board and lodging, and getting books, which should be attended to before class work begins. To be on hand promptly so as to begin with the class is far more satisfactory than to come in a day or two late.

Courses of Instruction

In the Summer School of 1913 instruction will be offered in the following branches (for description of the courses see pages 25-33):

English	Chemistry
History	Library Methods
Latin	Education
Greek	Drawing
German	Writing
French	Music
Mathematics	Agriculture
Physics	Nature Study
Astronomy	School Gardening
Geography	

These courses are designed to meet the needs of teachers who are making an effort to fit themselves for better service. To the earnest teacher or student who desires to spend a part of his summer in serious, quiet study under the direction of competent instructors, excellent opportunities are offered.

Special Lectures and Round-Table Conferences

In addition to the regular courses of instruction enumerated in the paragraph above, there will be a series of daily lectures and round-table conferences running through the entire term, for the presentation and discussion of vital school problems and topics relating to every practical phase of school work. Matters of school and class-room management will receive especial attention. These conferences will be made as genuinely helpful as it is possible to make them. Topics of especial interest to prospective teachers, rural school teachers, grade teachers in the city schools, high school teachers, principals, and superintendents will be presented and discussed.

Among those who will be present from time to time to deliver special lectures and to lead in the discussions at these round-table conferences are several of the State's most thoughtful and progressive City and County Superintendents, College Professors, and State School Officials. No teacher in the summer school can well afford to miss these conferences.

A Practice School

In connection with the Summer School there will be conducted throughout the term a typical two-teacher elementary school for the purposes of observation and practice. Regular class work covering the first seven grades will be carried on. Teachers pursuing courses in Elementary School Methods will be required, under the direction of the instructors, to observe the work of these grades, to prepare and to teach assigned lessons from approved lesson plans, and to carry out in actual practice the principles presented and studied in class. All observation and practice teaching will be done under the direct supervision of expert critic teachers.

Those Who May Be Benefited

Among those who may be benefited by the Summer School may be mentioned the following classes:

1. Teachers in high schools, and those intending to teach, who desire better general training for their work.
2. Teachers who desire special training in any branches offered.
3. Teachers in elementary schools, or those preparing to teach, who wish to improve their general scholarship, or who wish to study the methods used with primary and intermediate classes in our best schools.

4. Prospective students of the University or of other colleges who wish to make up deficiencies in their entrance requirements.

5. Teachers who expect to take the State examination in July for either the High School Teachers' Certificate or the Five-Year State Certificate.

Increasing Demand for High School Teachers

The growth of public high schools in North Carolina causes an increasing demand for well-equipped high school teachers and principals. During the past few years the University has had calls for hundreds of men to engage in educational work in this and other Southern States. It has been able to supply barely one-half the number called for. The demand for better trained teachers is becoming more and more insistent all over the South, and it means greater opportunity for the teacher who is preparing himself to fill a higher position next year than he filled last. To be prepared to advance in his profession to ever larger fields of usefulness should be the ambition and constant aim of every true teacher. The University is maintaining the Summer School in order that it may better serve the schools by sending into them more efficient teachers, and that it may better serve the teachers by giving them an opportunity to improve their scholarship and thus fit themselves for better work.

Summer School Certificates

At the close of the term regular examinations will be held, and certificates will be issued to those who pass a satisfactory examination on the courses pursued. These certificates state definitely the courses pursued and the grades attained. These certificates will be accepted, under the provisions of the General School Law, by Superintendents in lieu of attendance upon local institutes.

Examination for State Certificates

The teachers in the Summer School who wish to apply to the State Board of Examiners for the High School Teachers' Certificate and the Five-Year State Certificate will have an opportunity to review thoroughly the main subjects on which they are to be examined, and then to take the examinations at a time when they should be best able to pass them successfully. The State examinations will be held on July 10 and 11.

Teachers' Bureau

A Teachers' Bureau is maintained during the Summer School for the benefit of teachers desiring a change of position. Many applications for teachers are received each year while the Summer School is in session, and many Superintendents visit the Summer School for the purpose of employing well qualified teachers. In order that the management may keep closely in touch with available teachers and be enabled thereby to render prompt service to school officials applying for teachers, all well qualified applicants in attendance are invited to register with the Teachers' Bureau. There is no registration fee charged. Applicants are expected to file with the Bureau photograph and typewritten testimonials or letters of recommendation.

The Library

The University Library, containing over 65,000 volumes and over 18,000 pamphlets, will be open daily to the students of the Summer School. Excellent opportunities are here afforded the students for wide reading and special research. Model libraries are exhibited during the term for (a) Teachers, (b) Rural Elementary Schools, (c) High Schools. These suggestive collections may be consulted at any time.

The Gymnasium

All male students of the Summer School will be afforded the privileges of the swimming pool in the gymnasium free of cost. Three mornings in the week the baths in the Gymnasium will be opened to the ladies of the Summer School.

Fees

Except in a few special courses, no tuition fees will be charged teachers or those who are preparing themselves for teaching. Every special tuition fee charged is announced in connection with the statement of the course for which it is charged. A registration fee of \$5 will be required of all students of the Summer School.

Reduced Railway Rates

Reduced railway rates have been authorized from points on the following lines in Virginia, North Carolina, and South Carolina: *Atlantic Coast Line Railroad, Blue Ridge Railway, Norfolk Southern Railroad, Seaboard Air Line Railway, Southern Railway.*

Tickets will be on sale June 9, 10, 11, 21, 23, 24, July 7-14. Tickets

will be limited, on return, to reach original starting point not later than midnight of July 26, 1912.

Prospective students of the Summer School should apply in advance to their local agents for reduced rates.

Table Board

Good table board will be furnished at *Commons Hall* and at *University Inn* for \$12 per month of four weeks, payable at the beginning of the month. The rates by the week will be \$3.50.

Good table board and lodging can be obtained at the village boarding houses and hotels at reasonable rates, varying from \$12.50 to \$25 per month. See list on pages 39 and 40.

Dormitory Accommodations

For the accommodation of the ladies in attendance upon the Summer School the University will open the *Carr Building*, the *Mary Ann Smith Building*, the *Vance-Battle-Pettigrew Building*, and *University Inn*.

The *Carr Building* will be in charge of Mrs. T. W. Costen, of Gates. It contains 42 rooms, and will accommodate 80 students.

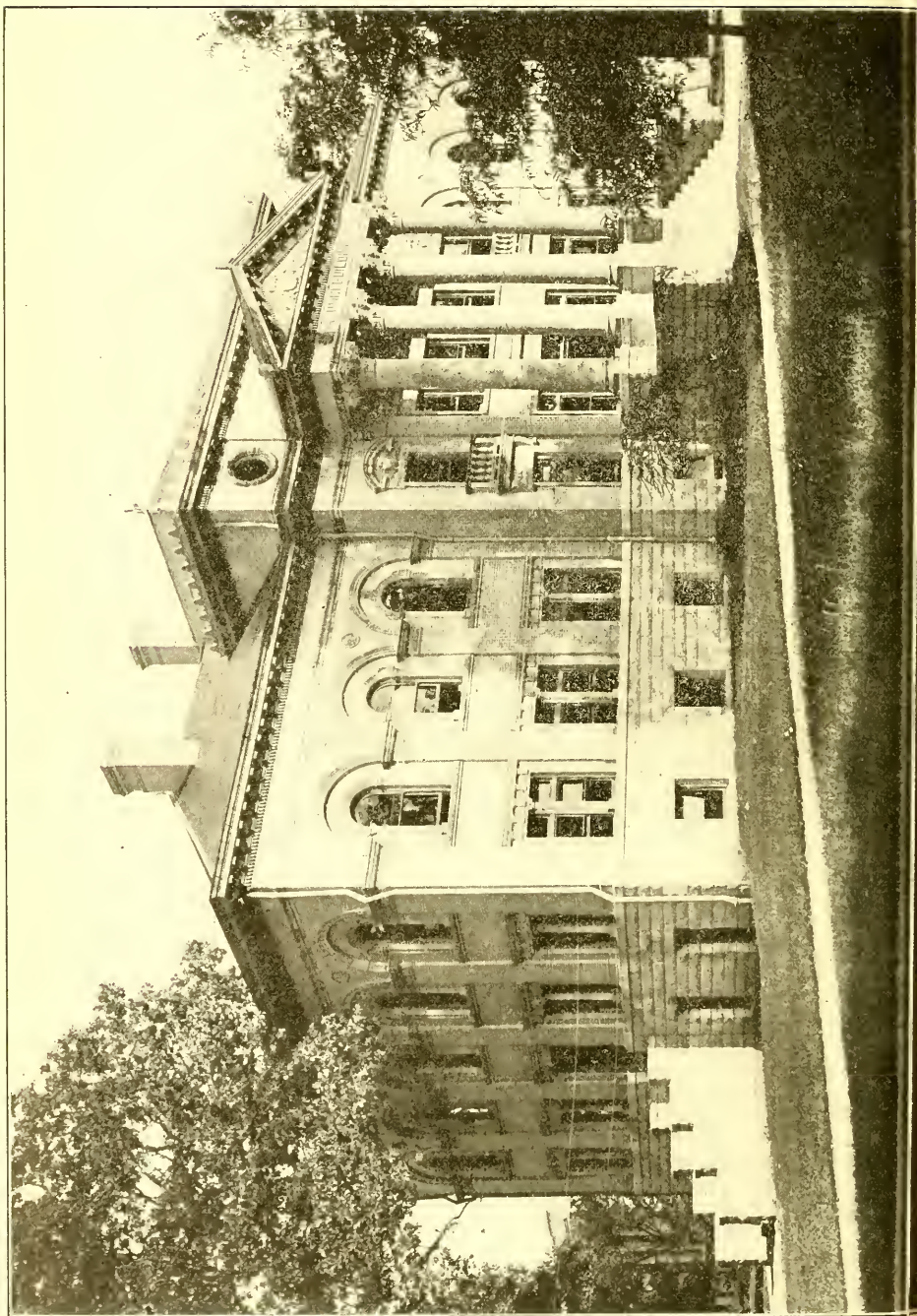
The *Mary Ann Smith Building* will be in charge of Mrs. J. T. Yeargin, of Monroe. It contains 40 rooms, and will accommodate 76 students.

The *Vance-Battle-Pettigrew Building* will be in charge of Mrs. Clifton L. Whitaker, of Enfield, who will be assisted by Mrs. J. Y. Paris, of Oxford, and Miss Claudia A. Winkler, of Winston-Salem. This building is in three sections, contains 72 rooms in suite, and will accommodate 136 students.

University Inn will accommodate 50 students. The *Annex* will be reserved for gentlemen and their wives who attend the Summer School.

Room rent in any of these dormitories, including light and shower baths, is \$3 per student (two or three to the room) for the term of six weeks, payable in advance. No reduction from this price will be made for students entering late or for those leaving before the close of the term. In making reservations preference will be given to those students who expect to attend the Summer School for the full term.

Rooms in the University dormitories will not be ready for occupancy by the Summer School students until Tuesday noon, June 10.



HISTORICAL NOTE

The old "Summer Normal" at the University was a pioneer in the summer school field. It was established in 1877 by Dr. Kemp P. Battle, and seems to have been the first of its kind in America. It ran for eight years, and enrolled 2480 teachers and students. It suspended in 1884.

Revived in 1894, the Summer School ran during its second period of usefulness until 1904 when it was again suspended. During this period 1541 teachers and students were enrolled.

It was revived again in 1907. The following table shows the growth and attendance during the third period:

1907	36
1908	53
1909	76
1910	99
1911	225
1912	463
<hr/>	
Total	952

The prospects are that there will be at least 600 in attendance in 1913.

Reservations Must be Made in Advance

Students desiring rooms in the University buildings must have their reservations made in advance, or the management cannot guarantee to them accommodations. Each application for a reservation should be accompanied by a check for \$3 to cover room rent for the term. Applications should be made to the Director of the Summer School prior to June 1st in order that applicants may be notified before leaving home whether or not their reservations have been made as requested. The University can provide dormitory accommodations for not more than half of the Summer School students; others have to find accommodations in the village hotels and boarding houses. The management, of course, stands ready to render any assistance it can in the way of helping students of the Summer School to find convenient and comfortable accommodations.

What The Student Must Furnish

Students occupying rooms in the University dormitories must furnish their own bed linen, pillows, towels, etc. Each student who secures a room in one of these dormitories will be expected to bring with her for her own use the following articles:

- 1 Pillow
- 2 Pairs of Pillow Cases
- 2 Pairs of Sheets (for single bed)
- 2 Counterpanes
- 6 Towels

Expenses

Few teachers realize that the expense of attending the Summer School is so small. The actual expense of those who room in the College dormitories and board at Commons, not counting, of course, the cost of transportation, books, and materials, are for the *six weeks* as follows:

Table Board	\$18.00
Room Rent	3.00
Registration Fee	5.00
<hr/>	
Total	\$26.00

Waiters at Commons

Opportunity will be offered at Commons Hall for twenty young ladies to secure their table board by waiting on the tables. By taking

advantage of this opportunity a young lady may reduce her expenses by \$18. Until these positions are all filled they will be awarded as applications for them are received. Those wishing to secure these places should send in their applications to the Director promptly.

Books and Materials

Students of the Summer School will be expected to provide themselves with all books and materials required for their individual use in the courses pursued. The texts to be used in the several courses are announced elsewhere in this bulletin in connection with the description of the several courses offered. Students may procure their books before coming to the Summer School, or they may get them here at the Chapel Hill bookstores at the regular market prices. Materials for the courses in Drawing will be furnished by the University, and for these materials a fee of \$2 will be charged.

Those expecting to pursue courses in Elementary School Methods or to take advantage of the observation and practice work in the Practice School, in which the books adopted for State use will be used, may save considerable expense by bringing with them such of these books as they have at home.

Class Rooms

The rooms and buildings in which the various classes will meet will be announced on the daily program, a copy of which will be furnished each student on registering.

Chapel Exercises

Chapel exercises will be conducted in Gerrard Hall each morning at 9:25 o'clock. At this time there will be a short prayer and song service. The chapel music will be under the direction of Professor Gustav Hagedorn. All general announcements will be made at Chapel, and frequently there will be short addresses on topics of current and general interest.

DAILY PROGRAM

Chapel Services in Gerrard Hall each morning at 9:20.

Library Hours: 9 to 12; and 3 to 5.

Round Table Conferences 4:30 (as announced).

Special Lectures 5:30 (as announced).

Public Lectures 8:30 P. M. (as announced).

8:30	Geography 1	French 1
English 2	Chemistry 3	Math. 2
History 5	Education 4, I	Astronomy TTS
Latin 2	Education 6	Geography 2
German 1	10:40	Education 3
Math. 1, I	English 4	Drawing 3 TTS
Math. 5	History 2	Writing 1, II MWF
Physics 3	Latin 4	12:30
Education 1 M W F	Greek 2	English 6
Education 2 T T S	Math. 3	Latin 6 TTS
Drawing 2	Physics 1	French 2
Writing 1, I T T S	Chemistry 1	Math. 1, II
School. Gard. 3 TTS	Education 4, II	Physics 2
9:20	Education 5	Chemistry 2
Chapel Services	Writing 2, I T T S	Lib. Methods
9:45	11:35	Education 7 MWF
English 3	English 1	Drawing 1
History 3	English 5	Writing 2, II MWF
Latin 1	History 1	1:30
Greek 1	Latin 3	Intermission
German 2	Latin 5 TTS	Nature Study 2 MWF
Math. 4	Agriculture 1	

The courses in Music will be scheduled to suit the convenience of the classes.

ANNOUNCEMENT OF COURSES

ENGLISH

Mr. McKIE.

1. GRAMMAR.—A study of the principles of Grammar. Text-book: Robbins and Row's *Grammar and Composition*. *Six hours a week*. 11:35.

Doctor HARRISON.

2. GRAMMAR AND COMPOSITION.—A re-adjustment of mind toward the study of English Grammar involving a new appreciation of its importance is evidently in progress among thoughtful teachers. This fresh view of the subject and its practical application in composition will guide the instruction in this course. Text-book: Buehler's *A Modern English Grammar*. *Six hours a week*. 8:30.

Professor GRAHAM.

3. COMPOSITION.—Discussion of the principles of composition, and practice in composition. Text-book: *English Composition: In Theory and Practice*, by Canby and others. *Six hours a week*. 9:45.

Professor GRAHAM.

4. THE STUDY OF LITERATURE.—A consideration, through class discussion and lectures, of the meaning and methods of the study of literature. Numerous and varied illustrations will be considered the first two weeks, followed by a study of three plays of Shakespeare, and selections from three poets of the 19th century. *Six hours a week*. 10:40.

Doctor HARRISON.

5. AMERICAN LITERATURE.—Two distinctive periods of special significance have so far developed in American literature: one in New England, 1830-1870; the other in the Southern States since the Civil War. These periods will be studied in their general character and in the lives and works of representative writers. Methods of teaching literature will be discussed. Text-book: Any standard history of American literature, preferably Cairns's. The Library will be used for assigned reading. *Six hours a week*. 11:35.

Mr. McKIE.

6. LITERATURE IN THE GRADES.—It is the purpose of this course to indicate materials and methods of teaching literature in the grades, and in developing a taste for good literature. Poetry and prose stories suited to each grade from the first to the eighth will be discussed, and each student will be required to prepare for and present at least one poem and one story. *Six hours a week*. 12:30.

HISTORY

Doctor HAMILTON.

1. THE HISTORY OF ENGLAND.—Lectures and assigned readings. Text-book: Walker's *Essentials of English History*. Six hours a week. 11:35.

Doctor HAMILTON.

2. THE HISTORY OF THE UNITED STATES to the close of Reconstruction. Lectures and assigned readings. Text-book: Hart's *Essentials in American History*. Six hours a week. 10:40.

Mr. CONNOR.

3. NORTH CAROLINA HISTORY.—A review course on the leading events and men in the history of the State with special emphasis laid upon the social, economic, and political development of the people. Lectures and reference reading. Text-book: Hill's *Young People's History of North Carolina*. Six hours a week. 9:45.
4. GREEK HISTORY.—A general course dealing with the social and political aspects of Greek civilization from its origin to the fall of the Macedonian Empire. Contrasts and comparisons between the Greek democracies and modern popular governments will receive attention. Lectures, text-books, and readings. Text-book: Myers's *History of Greece*. Six hours a week. 8:30.

NOTE: History 4 will not be given in the Summer School in 1913. Courses 4 and 5 are complementary courses and are given in alternate years.

Mr. CONNOR.

5. ROMAN HISTORY.—A general course dealing with the social and political aspects of Roman civilization; the development of Roman power and the expansion of Roman dominion; the organization of the world-state and the extension of Roman civilization; Rome's contribution to modern civilization. Text-book: Myers's *History of Rome*. Six hours a week. 8:30.

LATIN

Doctor HOWE.

1. ELEMENTARY COURSE.—Pronunciation, inflection, syntax of cases and verbs; special study of the subjunctive, indirect discourse, relative and conditional sentences. Text-book: Bennett's *Latin Grammar*. Six hours a week. 9:45.

Doctor WILSON.

2. CAESAR.—A course in Caesar's *Gallic War*, I-IV. Translation and syntax reading at sight; special attention to methods of teaching. Any standard text of Caesar's *Gallic War*. Six hours a week. 8:30.

Doctor HOWE.

3. CICERO.—Course in Cicero's Orations against Catiline.—Translation and syntax. Any standard text of the Orations against Catiline. Six hours a week. 11:35.

Mr. HENRY.

4. VERGIL.—Course in Vergil's Aeneid, I-VI. Translation and syntax. Text-book: Any standard text of Vergil's Aeneid. *Six hours a week.* 10:40.

Mr. HENRY.

5. LATIN COMPOSITION.—*Three hours a week.* 11:35 TTS.

Doctor HOWE.

6. HORACE.—Reading of selected odes with some account of the life and times of the author. Text-book: any complete edition of Horace's Odes. *Three hours a week.* 12:30 TTS.

NOTE:—This course will not be given in 1913 unless applied for in advance by as many as six students.

GREEK

Doctor WILSON.

1. ELEMENTARY GREEK.—A course for teachers and those beginning the study of Greek. Special emphasis upon methods of teaching. Text-books: Moss's *First Greek Reader* and Babbitt's *Greek Grammar*. *Six hours a week.* 9:45.
2. XENOPHON.—A course in Xenophon's Anabasis, I-IV. Translation and Syntax, with special attention to presentation. Any standard text of *Xenophon's Anabasis*. *Six hours a week.* 10:40.

NOTE:—This course will not be given in 1913 unless applied for in advance by as many as six students.

GERMAN

Mr. VERMONT.

1. ELEMENTARY COURSE.—Grammar. Written exercises. Text-books: Ball's *German Grammar*; Müller and Wenckebach's *Glück Auf*. *Six hours a week.* 8:30.
2. ADVANCED COURSE.—Rapid review of grammar. Composition, translation. Text-books: Ball's *Grammar*; Lessing's *Minna von Barnhelm*. *Six hours a week.* 9:45.

FRENCH

Mr. VERMONT.

1. ELEMENTARY COURSE.—Grammar. Oral and written exercises. Pronunciation especially emphasized. Elementary conversation. Text-book: Lazare's *Lectures Faciles*; Chardenal's *French Grammar*. *Six hours a week.* 11:35.
2. ADVANCED COURSE.—Rapid review of grammar. Reading of French authors. For students who have had at least one year of French. *Six hours a week.* 12:30.

MATHEMATICS

Mr. SHEEP.

1. ARITHMETIC.—Lectures and assigned work, including the fundamental operations, fractions, percentage, interest, ratio, and proportion, mensuration, etc. Text-book: Milne's *Progressive Arithmetic, Book III*. Two divisions, I and II. *Six hours a week*. I, 8:30; II, 12:30.

Mr. HARDING.

2. SECONDARY ALGEBRA.—Lectures and assigned work including factoring, simultaneous equations, exponents, involution and evolution, quadratic equations, the Binomial Theorem, etc. Text-book: Milne's *Algebra for Secondary Schools*. *Six hours a week*. 11:35.

3. PLANE GEOMETRY.—Lectures and recitations. Text-book: Wells's *Essentials of Plane and Solid Geometry*. *Six hours a week*. 10:40.

Professor STACY.

4. SOLID GEOMETRY.—Lectures and recitations. Special attention given to the solution of original exercises. Text-book: Wells's *Essentials of Plane and Solid Geometry*. *Six hours a week*. 9:45.

5. PLANE TRIGONOMETRY.—Lectures and recitations. Text-book: Granville's *Plane and Spherical Trigonometry*. *Six hours a week*. 8:30.

PHYSICS

Professor PATTERSON and Mr. CHRISLER.

1. ELEMENTARY COURSE.—Mechanics of solids, liquids, and gases. Sound. *Six hours a week*. 10:40.
2. ELEMENTARY COURSE.—Magnetism and electricity. Heat and light. Text-book: Millikan and Gale's *A First Course in Physics*. *Six hours a week*. 12:30.

Laboratory work will accompany these courses, using Millikan and Gale's *Manual*. Courses 1 and 2 may be taken together. Instruction will also be given in the making of simple apparatus, and in the best methods of presenting the subject of Physics to high school classes.

Professor PATTERSON.

3. ADVANCED COURSE.—This is a lecture course profusely illustrated by experiments, giving a resume of the work in modern Physics, especially along the lines of the electron theory, radioactivity, vacuum tubes, wireless telegraphy and telephony, electric waves, etc. Course 3 may be taken with profit by anyone who has had an elementary course in Physics and Chemistry. *Three hours a week*. 8:30 MWF.

ASTRONOMY

Professor PATTERSON.

1. AN ELEMENTARY COURSE in descriptive Astronomy, taking up in order the earth, moon, planets, sun, stars, comets and nebulae. Illustrated with lantern slides, and including some outdoor work with the telescope. *Three hours a week*. 11:35 TTS.

GEOGRAPHY

Mr. SMITH.

1. GENERAL GEOGRAPHY.—A course dealing with home geography, and the geography of North Carolina; with world relations and the features of the continents. The class will make a study of the influence of relief, climate, environment, etc., on plant and animal life, on human habitations, occupations, government, and industrial development, and upon the development and diffusion of civilization. Maps and laboratory work, and the historical, commercial, and agricultural phases of the subject will receive attention. The text-book adopted by the State (Dodge's *Comparative Geography*) will be used as a guide but others will be included in the critical discussions. *Six hours a week.* Laboratory fee, \$1.00. 9:45.
2. PHYSIOGRAPHY.—The genesis and classification of topographic forms will be considered and a general study of the physiographic provinces of the United States will be made. The reading of topographic maps, the use of weather maps, the study of minerals and rocks, and the consideration of special topics will be given an important place. Special attention will be given to the physiography of North Carolina and to its relation to the development and conservation of the natural resources of the state. Assistance will be given in the purchase, installation, and use of apparatus, instruments, and other equipment for field and laboratory work. The use of field and laboratory methods of instruction will be taught by practical demonstration involving the equipment of the Department of Geology and the field in the vicinity of Chapel Hill. Text-book: Salisbury, Barrows and Towers's *The Elements of Geography*. *Six hours a week.* Laboratory fee, \$3.00. 11:35.

CHEMISTRY

Doctor BELL.

1. INORGANIC CHEMISTRY.—An introduction to the study of the principal elements and compounds. Lectures and laboratory work on alternate days. *Six hours a week.* 10:40. Laboratory fee, \$3.00.
2. ANALYTIC CHEMISTRY.—Prerequisite, Chemistry I above, or its equivalent. Qualitative Analysis during first three weeks, and Quantitative Analysis during second three weeks. Laboratory work daily with short lectures preceding. *Six hours a week.* 12:30. Laboratory fee, \$5.00.
3. AGRICULTURAL CHEMISTRY.—Prerequisite, Chemistry I, above, or its equivalent. An elementary study of the chemistry of plants, soils, fertilizers, insecticides, feeds, and water. Daily lectures. *Six hours a week.* 9:45.

NOTE.—Any course in Chemistry not applied for in advance by as many as six students will not be given in 1913.

LIBRARY METHODS

Doctor WILSON and Miss LEATHERMAN.

1. LIBRARY ADMINISTRATION AND METHODS.—(a) General lectures on organization and management of rural, graded, high school, teachers'

association, college, and public libraries; use of dictionary card catalogue, indexes, bibliographies, dictionaries, encyclopedias, and general reference books; preparation for special readings, essays, themes, debates, etc.; selection and ordering of books and periodicals suitable for libraries; preparation of illustrated bulletins; children's books and reading. (b) Technical lectures on accessioning; classification and book numbers; cataloguing; shelf listing; charging systems; binding, rebinding, and mending books; care of periodicals and pamphlets; use of government publications. Practice in the Library. Practice and instruction will be given under an instructor at any time during the day to those devoting their whole time to the course. *Six hours a week. 12:30.*

EDUCATION

Professors CHASE and WALKER.

1. SECONDARY EDUCATION.—High school organization and administration. (For high school teachers and principals.) Lectures, assigned readings, and class-room discussions. *Three hours a week. 8:30 MWF.*

Dr. CHASE.

2. SECONDARY EDUCATION.—The principles of secondary education. (For high school teachers and principals.) Lectures and assigned work. Brown's *The American High School* will constitute the basis of this course. *Three hours a week. 8:30 TTS.*

NOTE:—In connection with courses 1 and 2 in Education, see outline of work to be given by Dr. DeGarmo under the head of Special Lectures, page 34.

Dr. CHASE.

3. EDUCATIONAL PSYCHOLOGY.—Modern psychological principles and their application to education. Lectures and readings. *Six hours a week. 11:35.*

Miss GRAHAM and Miss COBB.

4. ELEMENTARY SCHOOL METHODS.—Model lessons for beginners. Model Class work, lectures, and assigned readings. Work with children just beginning school. A class of primary grade children will be organized for the purpose of this course. Lessons in phonics, reading, language work, numbers, nature study, etc., etc., covering the general work of the first grade. Observation and practice teaching in the Practice School. This course will be given in two sections: I by Miss Graham; II by Miss Cobb. Each division, *six hours a week. I, 9:45; II, 10:40.*

Miss GRAHAM.

5. ELEMENTARY SCHOOL METHODS.—Methods and model lessons for grades 2 and 3. Lessons, lectures, and assigned readings, covering the general work of the second and third grades. The writing of lesson plans. Games, songs, discussion and demonstration of the principles underlying the selection and presentation of stories to children. Special attention will be given to the reading and language work of these grades. Observation and practice teaching in the Practice School. The State-adopted books will be used in this course. *Six hours a week. 10:40.*

Miss COBB.

6. ELEMENTARY SCHOOL METHODS.—Class-room methods and practices of the intermediate and grammar grades. Lectures, discussions, readings, observation and practice teaching in the Practice School. *Six hours a week. 9:45.*

Dr. CHASE.

7. THE THEORY AND PRACTICE OF TEACHING.—Lectures and assigned work. This course will be based on Colgrove's *The Teacher and the School*. *Three hours a week. 12:30 MWF.*

DRAWING

Mrs. WEATHERSPOON.

The courses will be planned with a view to giving teachers instruction that will give the knowledge necessary to the teaching of school arts in rural and city schools. Plans by which the acquired knowledge can be adapted to the needs of different grades, and methods of presenting lessons in each grade will be carefully discussed and taught. The State-adopted course in drawing will be the basis of instruction, though the work will not be confined wholly to this.

The classes will be under three divisions:

1. PRIMARY DIVISION.—For teachers of first, second and third grades. *Six hours a week. 12:30.*
2. GRAMMAR DIVISION.—For teachers of fourth, fifth, sixth, and seventh grades. *Six hours a week. 8:30.*
3. ADVANCED DIVISION.—For former students who have attained the required degree of proficiency and for supervisors of drawing. *Three hours a week. 11:35 TTS.*

WRITING

Miss JONES.

NOTE.—Free arm movement will be the basis of all the work in writing. The courses offered are planned to make better teachers of writing, hence there will be two definite purposes in view, to improve the handwriting of those taking the courses, and to study best methods to be used in teaching children to write.

The courses offered will be helpful to teachers no matter what system they have to teach, as the instruction will be along broad lines, and principles rather than systems will be most emphasized.

In one class (1) the State-adopted copy books will be used, and methods will be emphasized. In another class (2) the prominence will be given to acquiring a free arm movement writing.

Model lessons in primary grades will be given, with and without copy books; blackboard writing; correlation of writing with other studies.

1. HANDWRITING IN THE PUBLIC SCHOOLS.—A course for public school teachers. The *Berry Writing Books*, adopted for use in the pub-

lic schools of North Carolina, will be used in the main, though not exclusively. Two sections, I and II. Each *three hours a week*. I, 8:30 TTS; II, 11:35 MWF.

2. FREE ARM MOVEMENT.—In this course the free arm movement will be emphasized; lectures and drills. Two sections, I and II. Each *three hours a week*. I, 10:40 TTS; II, 12:30 MWF.

MUSIC

Miss TRUITT.

1. PUBLIC SCHOOL MUSIC.—Sight-singing, rhythm, sense-training, observation, school music, mechanics, and folk-songs. This course is intended primarily for the grade teacher in the public schools, and will be extended in any direction to suit the needs of the class. *Six hours a week*.

Professor HAGEDORN.

2. PUBLIC SCHOOL MUSIC.—Sight-singing, chromatics, dictation, rhythm, two- and three-part singing, suggestions for chorus conducting, the selection of material, etc. *Six hours a week*.
3. PUBLIC SCHOOL MUSIC.—A course intended for those wishing to qualify themselves as supervisors. It is open only to those who have completed courses 1 and 2 or their equivalent. This course will deal with especial tasks of the supervisor, his relation to the grade teacher, the mechanics of the music lesson, the formation of choruses, chorus conducting, public performances, and other problems. *Three hours a week*.
4. EAR TRAINING AND ELEMENTARY HARMONY.—The course embraces the formation and recognition of major and minor scales, triads, and intervals, and all seventh chords. The harmonization of simple melodies employing simple or primary harmonies. Text-book: Tapper's *First Year Harmony*. *Three hours a week*, alternating with Music 5. (See Note under 5.)
5. THEORY.—A course embracing the study of notation, accents, rhythm, scales, acoustics, all tempo marks, etc. Text-book: Tapper's *First Year Theory*. *Three hours a week*, alternating with Music 4.
NOTE.—Courses 4 and 5 should be taken together. For the two courses a tuition fee of \$5.00 will be charged.
6. ADVANCED HARMONY.—Those desiring private instruction in advanced harmony, counterpoint, and composition, can make arrangements for this with Professor Hagedorn. A fee of \$5.00 will be charged for this course.

Mrs. HAGEDORN.

7. PIANO AND VIOLIN.—Piano and Violin are taught by both Professor and Mrs. Hagedorn. Those desiring private instruction can make arrangements for it with Professor Hagedorn. A fee of \$5.00 will be charged for either of these courses.

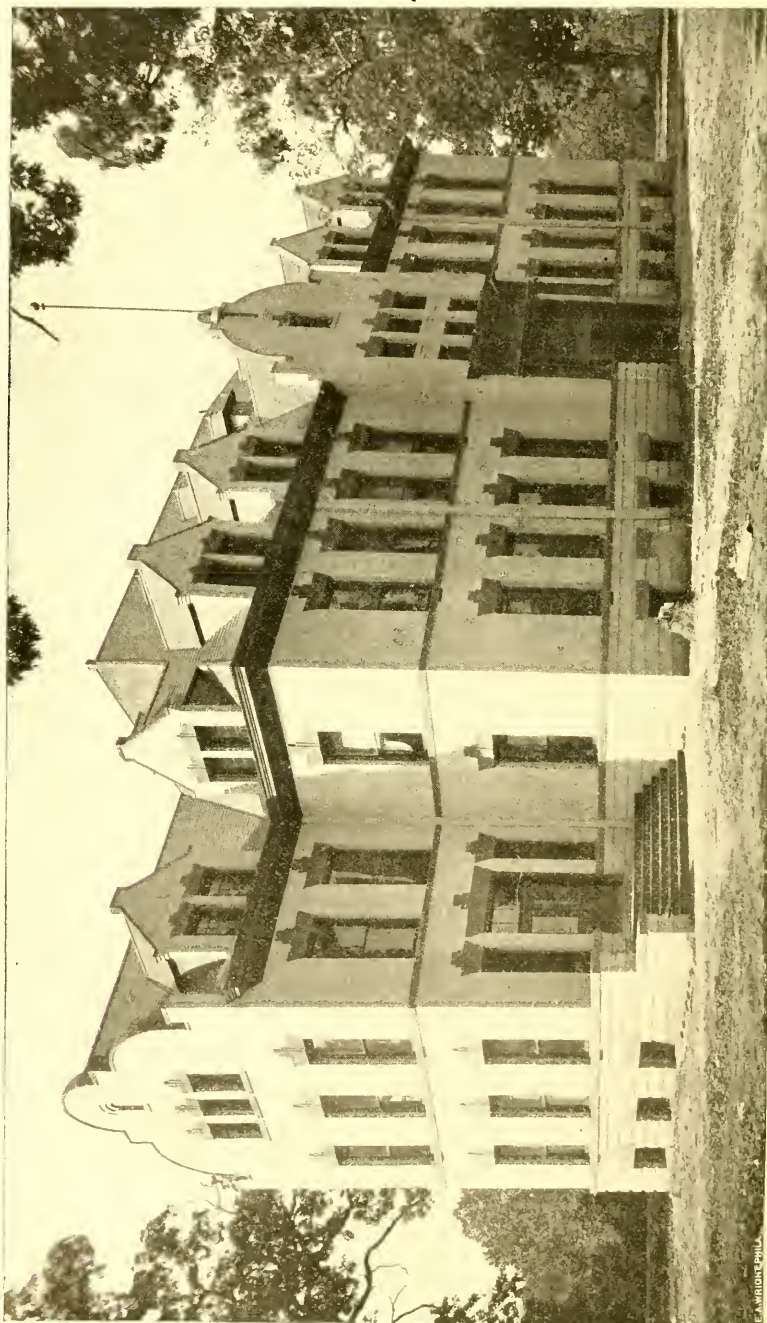
A chorus will be organized under the direction of Professor Hagedorn, and one or two choral concerts will be given near the close of the Sum-

mer School. Professor Hagedorn will also have charge of the Chapel music.

AGRICULTURE AND NATURE STUDY

Mr. HODSON.

1. ELEMENTARY AGRICULTURE.—A study of the fundamental principles of Agriculture to be presented in such a manner as will enable the student to acquire a knowledge of the relation of agricultural instruction to the other subjects and at the same time give such popular information as will be needed to awaken the enthusiasm of the student. A study of the benefits and methods of inoculation for legumes; seed and plant study; fertilizers, fertility, etc. *Six hours a week.* 11:35.
2. NATURE STUDY.—A brief analytical study of plants; their functions, assimilation, and growth; nature study in general in the public schools in connection with general information of popular interest; methods and materials. *Three hours a week.* 12:30 MWF.
3. SCHOOL GARDENING.—A brief study of plans and methods for conducting the school garden; plants to be grown, rate of seeding, time of planting, etc.; a general survey of the subject with special attention to the beautifying of school grounds. *Three hours a week.* 8:30 TTS.



MARY ANN SMITH BUILDING
To be used as Ladies' Dormitory for the Summer School in 1913



A CORNER IN THE ARBORETUM

SPECIAL LECTURES

PRINCIPLES OF SECONDARY EDUCATION

DR. CHARLES DEGARMO, Professor of the Science and Art of Education in Cornell University, will give a course of ten lectures on Secondary Education as outlined below :

1. AIMS: A SOCIALIZED INDIVIDUAL, VS. AN INDIVIDUALIZED SOCIETY.—Individual; socialism; the completely socialized individual; the individualized social group; the co-operation group, etc. Historical aspects of these ideals.
2. GENERAL AND CULTURAL EDUCATION.—Culture as the whole of Education; as a basis for vocational Education; shifting relations of the two; pure vs. applied human and natural sciences; contrast of general Education in the secondary field.
3. SPECIAL OR VOCATIONAL EDUCATION.—Preparatory stages in various fields; reorganization of matter and method (a new astronomy from the old stars); creative work; the new motives; place of Vocational Education in the American secondary system.
4. FUNCTION AND EDUCATIONAL VALUE OF LANGUAGES.—Nature and value of linguistic training; estimation of the present significance of the various languages in the High School, historically considered.
5. FUNCTION AND EDUCATIONAL VALUE OF MATHEMATICS AND THE EXACT SCIENCES.—Analysis of content and educational significance; their rise and development as parts of general education, as viewed by Bacon, Spencer, Huxley, *et al.*
6. FUNCTION AND EDUCATIONAL VALUE OF THE BIOLOGICAL SCIENCES.—Their content and intellectual nature; the various branches in the High School, including physiology and ideals of health.
7. HISTORY AND THE ARTS.—Nature and educational value of History, with its relative and the present; principles of Aesthetic Education in the fine arts, nature and the useful arts.
8. THE CURRICULUM.—Principles of construction for both general and vocational courses.
9. THE BASIS FOR SCIENTIFIC METHODS OF SECONDARY TEACHING.—Methods of gaining first-hand knowledge as prototypes for the teacher. Scientific procedure applied to the several studies.
10. ETHICAL TRAINING.—The establishment in the mind of ethical or regulative principles; the ethical application of secular knowledge; other ethical resources of the High School.

THE RELATION OF FORESTRY TO THE PUBLIC SCHOOL WORK

MR. EDWIN R. JACKSON, of the U. S. Forest Service.

This course will comprise a series of lectures and conferences on how the study of trees and the forest may be correlated with the regular work of the school. Especial attention will be given to methods of teaching the elements of forestry through the medium of the nature study, geography, or botany lessons, in the manual training class, or as a part of the work in agriculture. In addition to the lectures and conferences, several field trips will be undertaken for the study of trees at first hand.

Topics to be Discussed

1. The Relation of the Public Schools to the Forestry Movement.
2. Getting Acquainted with Forest Trees.
3. The Forest as a Source of Material for Nature Study Instruction.
4. The Study of the Forest in Physical Geography.
5. The Study of the Forest in Commerical Geography.
6. How Forestry Can Help the Manual Training Teacher.
7. Woodlot Forestry for Agricultural Students.
8. The Forestry Movement in the United States.
9. Some Forest Problems in the United States.
10. The Profession of Forestry.

Public Illustrated Lectures

Two of the following will be delivered:

1. Forestry and the Farmer.
2. Forestry and the Nation.
3. The Life of a Forest Tree.
4. The Forest Ranger.

SCHOOL MANAGEMENT

MR. L. C. BROGDEN, State Supervisor of Rural Elementary Schools, will deliver a series of special lectures and conduct a series of round-table conferences on *School Management*:

1. The Gradation and Classification of Pupils.
2. The Teacher and the Community.
3. The Daily Program in the Rural School.
4. Economy in Class Management.
5. The Recitation.

As a basis for the round-table conferences a series of Model Lessons will be conducted in co-operation with the teachers in Practice School, as follows:

1. A Second Grade Reading Lesson.
2. A Fourth Grade Reading Lesson.
3. A Fourth Grade Geography Lesson.
4. A Fifth Grade History Lesson.
5. A Fifth Grade Arithmetic Lesson.

GEOGRAPHY

PROF. COLLIER COBB, Professor of Geology in the University of North Carolina, will deliver three lectures as follows:

1. Living Lakes and Dead Seas (illustrated).
2. A Lesson in Applied Geography from the Landes of Gascony. (Illustrated.)
3. The Work of Snow and Ice. (Illustrated.)

HEALTH AND HYGIENE

DR. W. S. RANKIN, Secretary of the North Carolina State Board of Health, will deliver a series of five lectures on *Health and Hygiene*:

1. Public Health in the Schools.
2. Tuberculosis.
3. Typhoid Fever.
4. Malarial Fever.
5. Hookworm Disease.

SCHOOL LIBRARIES

MISS MINNIE W. LEATHERMAN, Secretary of the North Carolina Library Commission, will deliver two or more lectures on *School Libraries*. (Subjects to be announced.)

THE HISTORY AND LITERATURE OF THE JEWISH PEOPLE

RABBI GEORGE SOLOMON, of Savannah, Georgia, will deliver a series of lectures before the Summer School on the History and Literature of the Jewish People. (Subjects to be announced.)

PHYSICAL TRAINING AND STORY TELLING

MR. KARL JANSEN, the Swedish lecturer and entertainer, will deliver a series of lectures on Swedish gymnastics and story telling in the public schools.

RURAL LIFE WORK

June 23-28 is to be Rural Life Week. During this week there will be a number of prominent men and women, leaders in thought and action in matters pertaining to the development and the enrichment of rural life, to appear before the Summer School and address the teach-

ers and students upon questions of rural economics and sociology. A special program will be prepared for this week. Several speakers of national reputation will be present for this occasion.

PUBLIC LECTURES

Each week during the Summer School there will be two or more public lectures given for the entertainment and instruction of all students in attendance. Some of the most prominent men in the State in the field of education and in other callings have already accepted invitations to lecture before the Summer School.

A partial list is given after the list of officers and faculty at the beginning of this pamphlet.

WHERE BOARD AND LODGING MAY BE HAD

MRS. JOSEPH ARCHER can accommodate 30 boarders at \$4 per week, or \$15 per month; and 12 with room (2 occupants to room) and board at \$5 per week, or \$20 per month. Roomers will be expected to furnish nothing.

MRS. S. M. BARBEE can accommodate 4 with room (2 occupants to room) at \$3.50 each per month. Roomers will be expected to furnish nothing.

MRS. M. E. BERRY can accommodate 8 with room (2 occupants to room) at \$2.50 per week, or \$10 per month. Roomers will be expected to furnish bed clothing and towels.

MRS. T. E. BEST can accommodate 8 with room (2 occupants to room) at \$5 per month. Roomers will be expected to furnish nothing.

MRS. M. E. BURCH can accommodate 30 boarders at \$12.50 per month; and 4 with room (2 occupants to room) and board at \$16 per month. Roomers will be expected to furnish towels.

CENTRAL HOTEL, Mrs. W. H. Thompson, Proprietor, can accommodate 28 boarders at \$12.50 per month; and 12 with room (2 occupants to room) and board at \$15.00 per month. Roomers will be expected to furnish bed clothing and towels.

MRS. DANIELS can accommodate 50 boarders at \$4 per week, or \$15 per month; and 8 with room (2 occupants to room) and board at \$5 per week, or \$20 per month. Roomers will be expected to furnish nothing.

MRS. FARRIOR can accommodate 36 boarders at \$15 per month; and 10 with room (2 occupants to room) and board at \$20 per month. Roomers will be expected to furnish nothing.

MRS. M. E. LINDSAY can accommodate 2 roomers (to occupy same room) at \$5 per month. Roomers will be expected to furnish bed linen and towels.

MRS. W. S. LONG can accommodate 18 boarders at \$15 per month; and 8 with room (2 occupants to room) and board at \$18 per month. Roomers will be expected to furnish bed clothing and towels.

DR. WM. LYNCH can accommodate 4 with room (2 occupants to room) at \$6 per month. Roomers will be expected to furnish nothing.

MRS. R. S. McRAE can accommodate 30 boarders at \$15 per month; and 20 with room (2 occupants to room) and board at \$20 to \$25 per month. Roomers will be expected to furnish nothing.

PICKARD'S HOTEL can accommodate 35 boarders at \$7 per week, or \$20 per month; and — with room (2 occupants to room) and board at \$25 per month. Roomers will be expected to furnish nothing.

MRS. L. E. WEEDON can accommodate 4 roomers (2 occupants to room) at \$5 per month. Roomers will be expected to furnish bed clothing and towels.

MR. W. H. RHODES can accommodate 20 boarders at \$10 per month; 12 with room and board at \$12 per month. Everything furnished.

For price of rooms in the University Dormitories and of Board at Commons Hall, see page 19.

For further information apply to N. W. WALKER, Director of the Summer School, Chapel Hill, N. C.

THE NORTH CAROLINA HIGH SCHOOL BULLETIN

N. W. WALKER, Editor.

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VOL. IV.

FIFTY CENTS A YEAR.

NO. 3

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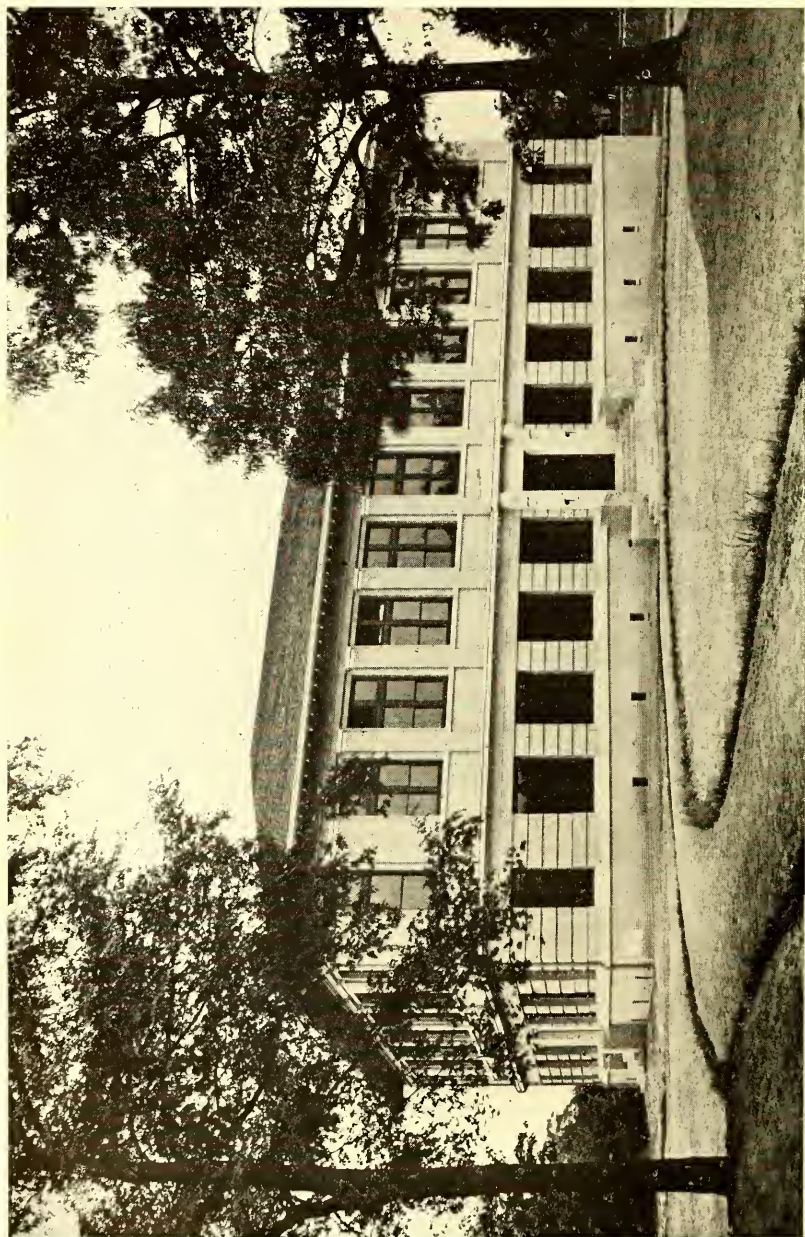
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JULY, 1913

GENERAL ANNOUNCEMENT.

THE NORTH CAROLINA HIGH SCHOOL BULLETIN is published quarterly by the University, and will be sent free of cost to superintendents, principals, and high school teachers of the State who may wish to receive it. It is devoted to the building up of North Carolina High Schools. The BULLETIN will publish from time to time, in addition to other matters of interest to high school teachers, pertinent discussions of secondary school conditions, problems, etc., and will endeavor to make itself helpful in whatever ways it can. It will welcome from the school men of the State suggestions looking to its larger usefulness.



THE GEORGE PEABODY EDUCATION BUILDING

The North Carolina High School Bulletin

VOL. IV.

FIFTY CENTS A YEAR.

NO. 3

EDITORIAL COMMENT

This number of the BULLETIN is made up of the papers presented at the High School Conference held at the University, May 1, 2, 3, 1913, and the addresses delivered at the Dedication of the George Peabody Education Building. They are presented in the hope that they may be found to be of interest and value to all who are interested in the problems of the secondary school. It is to be regretted that several of the excellent addresses delivered on this occasion were not reduced to writing by their authors and could not therefore be procured for publication in this issue. We hope to publish in a later issue Dr. Herman Harrell Horne's address on "Modern Tendencies in the High School" and also Dr. J. F. Royster's paper on "Common Errors in Freshman English."

The full programmes of the conference and of the dedicatory exercises are given below. These were carried out as planned, except in the following particulars: Dr. Turlington, Supt. Latham, Principal Wright, Professor W. C. Smith, and Professor Connor were unable to be present, and so their papers were not presented; Dr. Horne's paper on "Modern Tendencies in the High School" was presented at the general meeting on the evening of May 1st instead of in the afternoon as scheduled; the conference on Science scheduled for the afternoon of May 2d, was called off, as most of those interested wished to attend the conference on Agriculture scheduled at the same hour.

The Conference was a decided success although the attendance was not large. The fact that it came at a time when so many schools were closing or preparing to close made it difficult, and in most cases impossible, for the high school principals and teachers to be present. There were, of course, a goodly number who came over just for the dedicatory exercises and did not participate in the conference. In addition to those whose names appear on the programme, there were

many others who took an active part in the discussions and contributed no little towards the success of the conference. Among these may be mentioned Principal Frank L. Foust, Pleasant Garden; Principal J. T. Yeargin, Monroe; Mr. O. K. Robertson, West Raleigh; Mr. L. H. Smith, Jr., Liberty; Miss Eula Dixon, Snow Camp; Supt. A. B. Stalvey, Roxboro; Principal M. B. Dry, Cary; Professor C. O. Meredith, Guilford College; Supt. G. T. Whitley, Clayton; Miss Mary H. Vann, Raleigh; President E. McK. Goodwin, Morganton; President George J. Ramsey, Peace Institute, Raleigh; Principal H. S. Moseby, Cherryville; Dr. W. S. Long, Chapel Hill; President Robert H. Wright, East Carolina Teachers' Training School, Greenville; Rev. T. W. Strowd, Chapel Hill; Supt. T. Wingate Andrews, Reidsville; Principal D. B. Bryan, Rich Square; Principal W. H. Rhodes, Sylva; Principal L. N. Johnston, Hayesville; Principal J. L. Eason, Nebo; Mr. R. C. Cox, Chapel Hill; Principal G. C. Mann, Smithfield; Mr. H. C. Miller, Chapel Hill. There were also many members of the University Faculty and students in the Department of Education who took part in the conference. The interest and enthusiasm of those present and the contributions they made more than made up for any lack in numbers.

It is the plan of the University to call such a conference each year. It was the expressed wish of the general conference and of several of the departmental conferences that the High School Conference might become a permanent annual institution and that it might be so timed that high school teachers could attend in increasing numbers in the future. The conference will therefore be held again next year, and the time for it will be either earlier in the spring or during the session of the Summer School. Committees will be appointed early this fall to work up the programmes for the general meeting and for the departmental meetings and to begin definite and systematic study of a number of secondary school problems. In its efforts to improve high school conditions in the State the University hopes further to enlist the interest and co-operation of the teachers and other officials in the colleges, the private schools, the public high schools, the city and county superintendents, and in fact, all who are willing to work for

the upbuilding of our educational institutions of all grades and classes.

PROGRAMME OF HIGH SCHOOL CONFERENCE AND DEDICATION OF PEABODY EDUCATION BUILDING

THURSDAY, MAY 1

3:00 P. M.—GERRARD HALL—MR. N. W. WALKER, PRESIDING
Topic: *The Place and Function of the Secondary School in a System of General Education*

1. The Rural High School—Supt. Zebulon Judd.
2. The City High School—Supt. R. J. Tighe.
3. The Non-Public School—Dr. W. T. Whitsett.
4. The Program of Studies in Relation to—
 - a. Preparation for College—Prof. E. C. Brooks.
 - b. Preparation for Vocational Activities—Dr. J. E. Turlington.
5. Modern Tendencies in the High School—Dr. H. H. Horne.

8:00 P. M.—GERRARD HALL—DR. H. W. CHASE, PRESIDING
Topic: *Standards of Efficiency as Determined by*

1. The School Plant: Buildings, Equipment, and General Environment—Supt. R. H. Latham.
 2. The Organization and Administration of the Program of Studies—
 - a. Required and Elective Subjects—Supt. Edwin D. Pusey.
 - b. The Time Element and the Requirements for Graduation—Mr. Martin L. Wright.
 3. The Teachers: Their Preparation and Their Working Conditions—Prof. J. A. Matheson.
 4. The Product, or Measured Results—Dr. Geo. W. Lay.
- Each topic as presented will be open for general discussion.

FRIDAY, MAY 2

I. 9:45 A. M.—ENGLISH:—GERRARD HALL—DR. J. F. ROYSTER,
PRESIDING

1. Results to be Aimed at in the Teaching of English Composition in the High School—Prof. W. C. Smith.
2. Results to be Aimed at in the Study of English Literature in the High School—Prof. E. K. Graham.
3. College Entrance Requirements in English—
 - a. From the Point of View of the High School—Mr. Frank P. Graham.
 - b. From the Point of View of the College—Miss Elizabeth A. Colton.
4. Some Suggestions for High School Work in English Based on Common Errors in Freshman English—Dr. J. F. Royster.

5. Ways in Which Work in English Composition May Be Correlated with the Experience of the Pupil—Mr. Martin L. Wright.

Discussion will follow the presentation of each topic.

II. 9:45 A. M.—SCIENCE AND MATHEMATICS

PHYSICS LECTURE ROOM—PROF. A. H. PATTERSON, PRESIDING

1. An Elementary Course in General Science in the High School—Dr. Francis P. Venable.
2. The Aim of a Course in Physics in the High School—Prof. A. H. Patterson.
3. The Teaching of Physics in a High School without a Laboratory—Mr. K. H. McIntyre.
4. Principles to be Stressed in High School Work in Algebra—Prof. William Cain.
5. The Teaching of Geometry in the High School—Dr. Archibald Henderson.
6. The Aim and Content of a High School Course in Arithmetic—Prof. M. C. S. Noble.

Discussion will follow the presentation of each topic.

III. 9:45 A. M.—CLASSICAL LANGUAGES

Y. M. C. A. AUDITORIUM—DR. GEORGE HOWE, PRESIDING

1. First Year's Work in Latin in the High School—Dr. T. J. Wilson, Jr.
2. The Teaching of Latin Composition—Prof. C. W. Bain.
3. Suggestions for the Teaching of Latin Grammar—Dr. George Howe.
4. The Essentials to be Aimed at in the Translation of the Classics into English—Dr. Chas. W. Pepler.
5. Greek as a High School Subject—Prof. W. S. Bernard.

Discussion will follow the presentation of each topic.

IV. 3:00 P. M.—HISTORY

GERRARD HALL—DR. J. G. DEROULHAC HAMILTON, PRESIDING

1. A High School Course in History: Its Content, Time Allotment, and Sequence—Dr. W. K. Boyd.
2. How to Utilize the School Library in Teaching History—Miss Mary Shannon Smith.
3. North Carolina History as a High School Subject—Mr. R. D. W. Connor.
4. Magazines, Newspapers, Historical Novels, Etc., as Supplementary Aids in the Teaching of History—Prof. W. C. Jackson.
5. Methods of History Teaching—Dr. J. G. de Roulhac Hamilton.

Discussion will follow the presentation of each topic.

V. 3:00 P. M.—SCIENCE

CHEMISTRY HALL—DR. W. C. COKER, PRESIDING

1. Biology as a High School Subject—Dr. H. V. Wilson.
 2. The Aim and Content of a Course in Botany in the High School—Dr. W. C. Coker.
 3. Physical Geography in the High School—Prof. Collier Cobb.
 4. Practical Physiography—Mr. John E. Smith.
 5. The Teaching of Sanitation and Hygiene—Dr. W. DeB. McNider.
- Discussion will follow the presentation of each topic.

VI. 3:00 P. M.—AGRICULTURE

PHYSICS LECTURE ROOM—PROF. C. L. NEWMAN, PRESIDING

1. The Content of a High School Course in Agriculture—Mr. K. H. McIntyre.
2. The School Garden and Home Work in the Teaching of Agriculture—Prof. I. O. Schaub.
3. How May the High School Interest the Adults of the Community in Better Methods of Agriculture—Prof. C. L. Newman.
4. Round Table.

VII. 3:00 P. M.—MODERN LANGUAGES

Y. M. C. A. AUDITORIUM—PROF. W. D. TOY, PRESIDING

1. The Conversation Method of Teaching Modern Languages in the High School—Supt. A. Vermont.
2. Teaching Pronunciation in Modern Languages—Prof. W. M. Dey.
3. Teaching the Grammar of Modern Languages—Prof. W. H. Wannamaker.
4. Translation Work in Modern Languages in the High School.—Prof. W. D. Toy.
5. Round Table.

DEDICATION OF PEABODY EDUCATION BUILDING

FRIDAY, MAY 2

8:00 P. M.—GERRARD HALL—PRESIDENT FRANCIS P. VENABLE, PRESIDING

1. Music—University Orchestra.
2. Invocation—Rev. W. T. D. Moss.
3. A Word of Welcome—Dr. F. P. Venable.
4. Responses (five minutes each)—
 - a. On Behalf of the State Schools and Colleges—Dr. J. I. Foust.
 - b. On Behalf of the Private and Denominational Schools and Colleges—Prof. J. H. Highsmith.
 - c. On Behalf of the Country Schools—Supt. Zebulon Judd.
 - d. On Behalf of the City Schools—Supt. John J. Blair.

5. Music—University Orchestra.
6. Address: The Need for a Broader and Deeper Professional Training for Teachers and Superintendents—Dr. J. Y. Joyner.
7. Address: The Function of a School of Education in a State University—Dr. H. H. Horne.
8. A Word from the Dean—Prof. M. C. S. Noble.
10:00 P. M.—Reception in the Peabody Building.

SATURDAY, MAY 3

9:45 A. M.—GERRARD HALL—MR. N. W. WALKER, PRESIDING

1. Reports of Committees on Discussions and Conclusions.
2. Discussion of Reports.
3. A Constructive Program Suggested.

At the session Saturday morning will be presented the reports of the committees appointed in advance to summarize the discussions and conclusions of both the general and the departmental conferences.

THE PLACE AND FUNCTION OF THE CITY HIGH SCHOOL IN A SYSTEM OF GENERAL EDUCATION

BY R. J. TIGHE, *Superintendent of the Asheville City Schools*

A few years ago Prof. John Dewey made the statement that the high school was the people's college, and a quarter of a century before the revolution Franklin seemed to have practically the same ideal when he helped in the establishment of the Philadelphia Academy; for which we find him announcing that such an institution should teach "everything useful and everything ornamental." If anything, Franklin's would seem to be the broader scheme, but Franklin really had in mind a school that would not only prepare students for entrance into the learned professions, but for elementary teaching, trading, etc. The school was established with both English and classical courses; and it is said that when the latter were developed at the expense of the former Franklin was greatly displeased because he realized that the school had ceased to meet all the needs of all the people. This academy afterward grew into the University of Pennsylvania.

The growth of the American high school is such an interesting study that I believe an outline of its development may not be out of place in this discussion.

When the forefathers came to America they brought with them the English Grammar School which was designed chiefly to prepare the young to enter college with a view to service in church and state. The Grammar Schools were established by law and they were nominally free, though fees were usually paid. The curriculum was classical and they were largely under the influence of the colleges. Because they did not meet the needs of all the people there was more or less objection to their public support.

Then during the seventeenth century the non-conformist element in England developed a type of school known as the academy with a predominant religious spirit in it. This institution was also transplanted to American soil but the general characteristics were somewhat different from those which obtained abroad. In this country the Academy was more the school of the people than was the Grammar School. In fact it was established as a protest against the narrow classical curriculum of the Grammar School. In its early development it was quite independent of the college, though later it fitted for college, and it had its influence on the college curriculum. In most cases girls as well as boys were admitted to its instruction. On the whole, though this school was not a free school in any sense, it was broader and freer than the Grammar School, and hence was more in keeping with ideals of the Growing American democracy. The

Academy had its greatest development just prior to the advent of the public school system in this country and with the growth of the latter naturally came its decline.

Boston claims the credit of having established the first public High School in 1821. She had already taken over the Grammar School, or the Latin School as it is now called, and after three years the School Committee was convinced that the city needed a free non-classical school for students who had completed the elementary course but who did not expect to go to college. This school, which began with about sixth or seventh year pupils, continued for three years and included in its course English, literature, history, geography, mathematics, physics, navigation, surveying, logic, and oratory.

In 1825 New York established a city high school and there was a slow but gradual development of the public high school from this time until 1860 when they were probably forty or more such schools in the country. All this time the Grammar Schools and Academies were fighting for their lives. In some cities they were taken over by the public school system and in many such cities the city high school is still known as the academy. Frequently the authority of the courts was invoked to determine whether it was lawful to levy a tax for high school education.

In the meantime most of the college preparatory work was being done by the academies and Latin schools, but gradually the idea began to take root that in a democracy, presenting equality of opportunity, the high school, which was the school of the people should prepare for college as well as for life. Then with the development of state universities came the realization that the elementary school, the high school, and the state university were all successive steps in the system of public education. The educational scheme became complete and the dream of Thomas Jefferson was at last realized.

But this conception of the high school is not broad enough for present educational ideals. It must be something more than a link between the elementary school and the college. For a large majority of the students who enters its doors, it is the last opportunity for formal education. Hence the statement—The high school is the people's college. We all realize that during the past half century we have been passing through a tremendous industrial and social revolution for which no like period of history furnishes a counterpart. This unsettled state has greatly affected educational plans and processes, and it would seem that we are soon to reach a crisis in educational affairs. Certainly this is the case with the next educational step above that known as the elementary, and especially is this true in the city, where home education and all forms of motor education has been greatly reduced, and the demand is that the schools shall supply these deficiencies.

Now what should be the place of the high school in the educational program? We are agreed that it must furnish preparation for

students who are to enter colleges and technical schools, but to what extent should this influence the curriculum of the high school? The last United States report states that about 25 per cent. of all school children enter the high school and that only 5 per cent. enter any higher institution of learning after graduation from the high school, which means that but one-fifth of our high school students receive any higher training. Now if the training necessary for this one-fifth is unsuited to the other four-fifths it is manifestly unjust and unwise to let the college preparatory course dominate the whole course of study. So, the high school must be made to serve the needs of the majority, at least as well as it does the needs of the minority. In this day it is hardly necessary to impress this fact upon a body of school men, but I am taking it for granted that in a conference of this kind we want to review the whole situation.

Twenty years ago the Committee of Ten had this to say: "The secondary schools of the United States, taken as a whole, do not exist for the purpose of preparing boys and girls for college. Only an insignificant percentage of the graduates of these schools go to colleges or scientific schools. Their main function is to prepare for the duties of life that small proportion of all the children of the country—a proportion small in numbers but very important to the welfare of the nation—who show themselves able to profit by an education prolonged to the eighteenth year A secondary school program intended for national use must therefore be made for those children whose education is not to be pursued beyond the high school. The preparation of a few pupils for college or scientific schools should in the ordinary secondary school be incidental, and not the principal object, at the same time it is obviously desirable that the colleges of scientific schools should be accessible to all boys and girls who have completed creditably the secondary school course. In order that any successful graduate of a good secondary school should be free to present himself at the gates of the college or scientific school of his choice, it is necessary that the colleges and scientific schools of the country should accept for admission to appropriate courses of their instruction, the attainments of any youth who has passed creditably through a good secondary course, no matter to what group of subjects he may have mainly devoted himself in the secondary school. As secondary school courses are now too often arranged, this is not a reasonable request to prefer to the colleges and scientific schools: because the pupil may now go through the secondary school course of a very feeble and scrappy nature, studying a little of many subjects and not much of anyone, getting, perhaps, a little information in a variety of fields, but nothing which can be called a thorough training."

Since this statement was made by the Committee of Ten the high school courses have broadened and the character of the work done has been improved, I believe, in perhaps the majority of the high

schools of the country, especially is this true in the courses given in literature, history, science and in some of the new subjects that have been added to the course. But in small cities this kind of improvement has been hampered by a lack of financial means necessary to accomplish the ideals of our educators. It is still difficult in some communities to get a majority of the people to see the necessity for enriching the high school course even for college preparatory work, and they are not yet ready to make sufficient investments in the enterprise. However, a change in this condition is slowly taking place.

Now what have the colleges been doing in the past two decades to help solve the problem of the right relation of the high school to the college? Commissioners have worked out a standard of values in units for a majority of the subjects taught in the high schools, but if they meet the requirements of the Committee of Ten the list will have to be enlarged and revised. They have nearly all agreed to admit students on certificates from high schools carrying approved courses of study. They have multiplied their courses and they have increased the number of electives, thereby making it much easier for students of varying preparatory standing to follow and complete college courses. But they have not yet to any great extent, agreed to admit high school graduates regardless of the kind of course followed and completed in the high school.

The question to be settled is still one of educational values. What subjects are of most worth; or what is the value of any high school subject as a preparation for college work? Until we have a further settlement of this problem the college is not open to all the people. The student must still know during his high school course, and most often at the beginning of such a course, whether or not he expects to prolong his education beyond the high school. If he takes an English course, or a commercial course, as seemingly the best preparation for his life work, he cannot change his mind later and enter many of our colleges of the best type without carrying conditions, to be made up as extra work during his college course. This, of course, discourages college work with a number of high school students who might otherwise like to avail themselves of such advantages. The questions to be considered are, should college entrance requirements be still further modified, and what more should the high school do to merit such modifications?

There is a growing conviction that high school courses as now planned attempt to do too much work in four years and the tendency is to push high school subjects down into the elementary course a year or two. The argument is also made, and with considerable justice, that the break between the elementary schools and the high school is too abrupt both as to change in subject matter and in methods of presentation. This extension of the course downward has the effect of lengthening the high school period to five or six years. The so-called six-and-six plan provides for six years of ele-

mentary and six years of high school work. In North Carolina where we have but seven years of elementary work, as a rule, we might adopt a six-year elementary course and five year secondary course. By such a plan the languages, and geometry (concrete), might be begun a year earlier which would doubtless be an advantage.

The ultimate purpose of all general schemes of education is to raise the average of intelligence to a higher level. During the past half century the high school has done a good share of this work, but evidence is not wanting to prove that in the years to come it will be called upon to do much more as an educative and social force in the community. It must continue to do the college preparatory work, but its widest field of work is to be in preparation for a better, a more useful and more enlightened class of citizenship.

In order to accomplish this task it is going to be necessary to hold the child in school for a longer period, and the life preparatory courses must be multiplied in order that all the children may have the opportunity of finding out what particular kind of work they are best fitted to do. In this way only can we reach our highest efficiency as a nation. Germany has been proving the truth of this to us for years.

North Carolina must take up this problem along with her sister states. Already several states have made advances. Let North Carolina not lag behind in this matter. Our cities are as well prepared as other cities of their size to make a beginning in such work. Beginnings in differentiating the courses of study have already been made but we must do more to hold our students longer. Four months is not a sufficient compulsory term for any city in North Carolina, and twelve years of age is too young to allow the child to leave the influence of educational authority. Of course, we had to make a beginning in attendance laws, but I feel sure that no city will be long satisfied with these conditions. It has been decided in other states that even fourteen years of age is too low for the upper age limit and five years' experience with attendance laws convinces me that this is true. At these ages the child is just entering the adolescent stage of life when he is filled with the desire to get out into the world and do things, before he has any adequate knowledge of what he is fitted to do. To meet these conditions we find that the age limits are being raised in other states to sixteen years. In Germany there are part-time continuation schools even above this age for young men and women who have begun their life work. In North Carolina cities we have a constant influx of population from the rural districts. Many boys and girls enter the city schools thirteen and fourteen years of age who have not completed the elementary course. There is very little incentive for such pupils to enter classes where the children are much younger. Here young people need to have courses of a more practical nature provided for them during the preacademic period, or the upper grades of the elementary school.

We made an investigation of the vocational aspirations of the high school students and of the elementary students thirteen years of age or over recently in Asheville. Among the questions asked of high school students were the following:

The object in attending high school.
Do you intend to attend a college or technical school?
Are you preparing for business, trade or professions?
Have you changed your mind since attending high school?

The findings of 237 answers were as follows:

71 did not know what they were going to do, 50 wished to enter someone of the professions, 16 would go to technical schools, 22 would learn trades, 33 desired to become teachers, 31 wanted to enter business, 5 wished to nurse, 5 would become farmers, 2 aspired to the civil service, 1 wished to become an illustrator and 1 was for railroad-ing. There were about 25 who did not answer, probably because they were undecided. About half said they wanted to attend college but experience goes to show that not more than fifty will go, if that many. Of 258 elementary pupils we asked the following questions:

What is your plan, business, trade, or profession?
Will you attend high school?
After high school what?

The results were as follows:

86 had no plans, 30 wanted to enter professions, 36 wanted to teach, 27 would follow trades, 8 would go into technical pursuits, 51 preferred business lines, 6 would be farmers, 6 wished to go into railroad-ing, 4 wanted to become artists, 2 desired nursing, and 1 wished to be an author of childrens' books. 83 said they would attend high school, 62 would go to college, 11 to normal schools, 13 to technical schools and 37 to special schools.

Of the 71 high school students who were undecided about their work, 54 wanted to go to college, and of the 86 elementary students in the same conditions 21 wanted a college education. In the elementary schools there were 66 who wished to enter professions or teaching, yet only 28 of these were planning to go through the high school. A study of these statistics shows a considerable lack of knowledge as to what is needed as a preparation for the various vocations. Such conditions call for a form of educational advice that will start the youthful aspirant along the paths that will best help him to attain his desires; and not only this but he needs advice calculated to start him on the line of work that he is best fitted to do. This must become the work of the school, or of some committee associated with the educational forces. Provision for such work has already been made in some of our American cities.

If we take these statistics as indicative Asheville should so adapt her courses in the intermediate and high school grades so as to give the best preparation possible for 80 to enter the professions, 69 teachers, 49 tradesmen, 24 technical workers, 82 business people, 11 farmers, 7 railroad men, 6 artists, 7 nurses, 2 civil service employees,

1 author, and about 175 who did not know apparently what they were fitted for. Notice that there were none who signified their intention of becoming housekeepers. A number of these I am sure would be found in the undecided class but they were evidently too modest to own such desires.

At present we have the traditional elementary course, and in the high school we offer a classical course for those who want to attend college, a scientific course for the technical schools, and an English scientific course which will also admit to technical schools. It is quite evident that if we meet the needs of all the people we must provide a business course, and courses that will better prepare for the trades. We should also have courses that will prepare our girls to become good wives and mothers, and courses for all, that will lead to a better grade of citizenship.

This whole question of extending and enriching the high school course is, with us in the South especially, one of finances. At present the cost of education in Asheville is about \$22.00 per capita for elementary and high school courses, and I presume it is about the same for other cities of this state. This is about the average for the country at large including the rural districts. The high school costs about \$30.00 per capita which is considerably lower than the average cost of high school instruction in the cities of the United States. Now if we introduce vocational training it is evident that the cost of education in the upper grades and in the high schools will be materially increased and our people must be gotten to see the necessity for it. In a residence or tourist city, this is going to be a more difficult proposition than it is in an industrial city. Even in the industrial centers there is another phase of the financial part of the problem that is agitating the minds of the educational authorities. To what extent should the city furnish money for plants, equipment and instruction along vocational lines when we have no assurance that the community can retain these workers turned out by our schools for any definite period of time within the city. Skilled labor like other things seeks the best markets, and one community can hardly afford to furnish training schools and lose a large part of the product. It would therefore seem that some provision should be made for state and perhaps, for national support for such undertakings. I am speaking now, however, of diversified and more complete courses of instruction in vocational work than will probably be attempted by North Carolina cities for some time yet. I think the time has come though for us to formulate more definite plans than we have at the present. We have made some beginnings in nearly all of our cities, but hasn't the time arrived for the cities of North Carolina to formulate more definitely what should be attempted in courses of study and the best means of carrying out our aims? I presume this is one of the objects of this conference, but I believe we should take steps to make a careful study of the whole situation and I suggest the creation of a commission for this purpose.

THE PLACE AND FUNCTION OF THE NON-PUBLIC SECONDARY SCHOOL IN A SYSTEM OF GENERAL EDUCATION

BY DR. W. T. WHITSETT, *President of Whitsett Institute*

The non-public schools have played a conspicuous part in the past educational history of North Carolina. They came into existence in answer to a necessity in the life of our people, and their service and usefulness no student of educational affairs can question. Let us glance briefly at past conditions, that we may better understand these schools and their work.

Judge Murphey's report to the Legislature of 1816 urged the establishment of a system of public education for the State. In the Halifax Convention of 1776 it had been declared, "All useful learning shall be duly encouraged and promoted in one or more universities." The Crown had rejected the charter of Queen's College, and our wise forefathers determined, despite this, to make educational provision for the future.

In December, 1789, under Davie's splendid leadership, the charter of the University was granted; the cornerstone was laid October 12, 1793; and January 15th, 1795, marked the formal opening of the institution.

In 1825, the General Assembly created a fund to establish a system of common schools with the hope of reaching the State's citizenship in a general way. The Fayetteville Legislature of 1789 had forever deprived the State of the largest revenues applicable to public education by ceding to the United States all the prospective school lands of Tennessee.

After the United States Government, in 1836, had distributed to the states the surplus deposit fund, the State of North Carolina turned this over to the Literary Fund in 1837, creating a school fund of \$1,133,757. The common school system began its work in 1839 and eleven years later, or in 1850, we find from the reports that we had 2,657 schools, 2,730 teachers, and 104,095 pupils, with an income of \$158,564. The Literary Fund was swept out by the war and a new start had to be made. Twenty years after the war, after the legislation of successive years, our receipts for public education were around \$600,000 annually with an average length of school term of about three months, and an average salary for teachers of about \$25 per month. Such was the state of affairs in 1885, and it can be readily seen that only meager primary instruction could be attempted under such conditions, so far as the public school was concerned.

The facts seem to show that during most of her history our State has been unable to care properly for even the primary training of her children. Until very recently we have had to depend largely upon

the non-public school for all that scope of work above the primary that bridged the way to collegiate and university studies. This long continued condition brought into existence the private school, the numerous academies and high schools, and many of the denominational schools.

Dr. Kemp P. Battle quotes from the *North American Review* for 1821 as follows: "In an ardent and increasing zeal for the establishment of schools and academies for several years past we do not believe North Carolina has been outdone by a single State. The number of academies at present is nearly forty and rapidly increasing. The schools for females are particularly celebrated and are much resorted to from Georgia, South Carolina, and Virginia."

Numbers of these non-public schools in our borders have made wide reputation. Nearly thirty years before our University welcomed her first student, and at a time when our white population did not exceed twenty thousand, Dr. David Caldwell's school was attracting students from every state south of the Potomac. This eminent Princeton graduate from his "log cabin college" in what is now Guilford County furnished to the State lawyers, judges, physicians, ministers,—such men as Judge Murphey, Judge McCoy, Dr. Samuel F. McCorkle and others of no less renown,—five of his students becoming governors of different states. Some rank this man as the most noted teacher the state has produced.

It is claimed by some that more students have been attracted to our borders by certain non-public schools than by the colleges of the State. The schools that did not depend upon public funds for their support continued to increase until about thirty years ago. It was a case of demand and supply. There were perhaps one hundred or more of these schools in the State with a patronage reaching beyond their immediate communities at the beginning of the present generation. These schools were preparing students for college and university, supplying most of the public school teachers, and serving as the finishing school for a majority of their pupils who left these schools for the activities of life.

I have before me a list of the Private Schools and Denominational Colleges in North Carolina in the year 1885 as reported by the county superintendents to the State superintendent. The list states that it is not a complete one, and yet the large number of these schools is surprising. 63 counties report 310 schools with 590 teachers and about 20,000 or more students. In order to provide education for their children our people were forced to establish private academies and high schools. A rather close examination of the matter leads me to believe that there must have been over one hundred of these schools doing for their day and time very good work, and supplying a very real need in the school field of this State.

In 1875 the first public graded school was established in North Carolina. The rapid increase of these schools is proof positive that

the public saw in them a fine combination of efficiency in education at low cost because of combined community effort. A new day has dawned for the State. Year by year town after town fell into line. Our people began to see the power of organized citizenship. Apostles of education became the heralds of a changing era in our affairs. Many contributing causes forwarded the splendid work. We were recovering from the dire effects of a disastrous Civil War. Political animosities were softening; greater liberality was coming into our religious life, and men were freer to unite for purposes of common good. Community pride was aroused and determined to secure for the home community the same advantages that were forwarding the civic life of more progressive localities. The issuing of bonds for permanent improvements came to be looked upon by thoughtful men as a blessing, not a burden, and the only reasonable way of real progress.

From town to village and on out into the rural community the idea spread. A union of community interests and community effort has made possible the promising conditions of the present in public education.

During the period covered by the last twenty or thirty years a general re-adjustment has come about in our educational life, as well as in our industrial and commercial affairs. In certain communities the buildings and the teachers in non-public schools have been absorbed into the public school system, and have in fact helped to develop and construct the new order of things. The public school system has reached such a stage of development that it is more nearly meeting the demands of the public than ever before, and because this is so, non-public schools are not being called into existence as formerly. We are just now in the midst of the greatest change and transition that the State has known. The education of all the people of this democracy has become the passion of our day. Earnest men as never before are dedicating their lives to this task. Every school worth while,—public or non-public,—is to do its part of the great work. In all our long, dark educational past the non-public schools have never lacked in loyalty to the State's best interests. They have in most cases stood for a broad and liberal patriotism, and the fine type of the citizenship of today has felt the moulding influence of their work. They have served us when there were none other to serve in their field. The assimilation and adjustment of educational affairs in this rapidly changing era have already been noteworthy. The non-public school need not lack in public interest and in public spirit; it may as sincerely seek for the education of all as any school. By the law of the survival of the fittest it must discharge its every function properly or suffer its own inevitable destruction.

Study communities of advanced development like certain sections of New England and find already written there future chapters of our own growth. The true non-public school must have a high sense

of public service, of adaptation to changing days that must be characteristic of all good institutions. North Carolina has been fortunate in having harmony during this period of change. Those trained in the non-public schools, and the non-public schools themselves with their influence have been helpful factors in public school development.

Our State will always need some strong, properly conducted non-public schools. They will draw their support from various scattered communities, and from beyond our borders. They will be helped in their work because of the fine heritage that is theirs from the earlier days. They will be ardent friends to every effort to carry culture to all the people. They will be manned by strong, determined spirits, for the keen spirit of progress and the opening of schools on every side free of cost will close their doors unless they can do well the task to which they have set themselves. Those having a firm foothold in this day of adjustment will carry their work, already so well begun, on through the years. There is no reason that they shall not grow stronger and better, and preach a doctrine and type of citizenship helpful to every proper interest of their day. This is their plain, serious duty; they will see it and meet it.

Their function is that of any other true school attempting the work that they attempt. It is theirs to fashion year by year a finer product, by a wise use of all the means afforded by the schoolroom. We have been free from unseemly strife here in North Carolina, because we have had the perception to recognize honest effort at general betterment whether in public or non-public schools. In helping along the general good no class has been allowed a monopoly. It is an honest rivalry in good works. Such a spirit on our part through the coming years will enable every school, and every class and subdivision of our school life, to find its proper place, and finding it, to discharge, for the help of all, and for the general welfare, its function.

THE NEED FOR A BETTER ADJUSTMENT BETWEEN THE ELEMENTARY SCHOOL AND THE HIGH SCHOOL

BY EDWIN D. PUSEY, *Superintendent of the Goldsboro City Schools*

In arranging a course of study for a high school to-day, we have to be responsive to two different pressures that are brought to bear upon us; one from the college, for which many of our pupils are preparing, and one from the people, who by voluntary taxation support the school.

In selecting subjects for our course of study, the colleges would have us emphasize cultural value. They would give us a syllabus to follow in each subject, and, applying an arbitrary unit of measurement to our work, would tell us just how many hours to devote to each study, and tell us its relative value in the curriculum. It is easy to see that a blind following of the college guidance would make our work mechanical, and defeat the ends for which the colleges would have us strive—the attainment of culture.

The people who support the school have for some time thought that there is something radically wrong with our work. Seeking a remedy, they would have us put in many vocational subjects to the elimination of a corresponding number of cultural subjects. If we follow the public too far we shall fail to accomplish the chief duty of the high school—the mental development of the boys and girls of the community.

The people complain because we reach such a small per cent. of the school population, and because we carry through to graduation so few of those we do reach. Their complaint is well founded. There is something wrong with a school system that enrolls 150 in the first grade, carries but 25 of these to the high school, and of these 25, graduates four years later only 10. Such a record is by no means an unusual one.

The colleges have in the past dictated our course making, and, no matter what we say, most of the little success we have gained has been due to the help the colleges have given us through this same dictation. We have *prepared* for college, and most of our graduates who have applied for admission have been permitted to enter. A fair proportion of these have remained and have graduated. The problems before us in course making are to take care of the pupil who is preparing for college, to make that arrangement of studies that will give the greatest mental development, and to do the work that will give the best training for life. We shall fail in all three of these unless we do something to prevent the great mortality of pupils in the upper grades of the elementary school and in the lower grades of the high school. If the high schools in their relation to the

elementary schools will follow the example set by the colleges in their relation to the high schools much improvement will result. The colleges have given us those courses of study that will prepare for their work. Why should not the high schools give to the elementary schools the courses of study and methods of work that will prepare for the high schools. The college requires of its prospective classical student certain definite preparatory work in Latin and Greek. What reasonable preparation for the study of high school Latin and Greek does the high school ask of the elementary school? Practically none. One, two, or three years' work between the ages of 10 and 14 in some modern foreign language under a live teacher will have a marked effect upon a pupil's attitude toward the classical course when he enters the high school. The younger the pupil the easier it is for him to enter into the spirit of foreign language study. The college requires of the student who expects to pursue a course in mathematics certain training in algebra and geometry. Why should not the high school require for admission some training in the use of the equation in the solution of problems, and some knowledge of algebraic notation and signs? Why should it not also require some training in demonstrational geometry, such as can easily be given in connection with the little work that is done in manual arts? Much more interest can be aroused in the high school course in history if the foundation for this course has been laid in the work of reading in the lower grades of the elementary school. The same is true of the courses in science. In short we need a better adjustment and a closer articulation of the courses of study in the elementary and high schools.

We need also a gradual application of high school methods to the upper grades of the elementary school, so that the transition from methods rightfully belonging to the primary and lower grammar grades to high school methods will not be so marked. Departmental teaching in the upper elementary grades under a system providing for pupil advisers to continue under a modified form the fostering care of the grade teacher would, no doubt, tend to make the transition from one school to the other less harmful to the pupil in the continuance of his work.

Just as we do not expect all persons to pursue the same vocation in life, so must we not expect all pupils to pursue the same course of study. Electives must be provided for. But election should by no means be unrestrained. Subjects should be so grouped that in any course of study offered there should be as many allied studies as possible. A pupil electing one group should be discouraged from changing from one group to another at any time during his course. The election, unknown to the pupil, should have its beginnings in the elementary course. If the pupil's adviser familiarizes himself with the pupil's elementary school record and with his environment, the proper election can usually be made.

How can we bring the high school into closer touch with the

elementary school, and how can we better direct the work of those who come to us are the problems in course making that confront us? We acknowledge our inability to cope with them unaided, and therefore we come to this University on the day of the opening of this new School of Education presenting these our later problems and asking a continuance of the help that has been so graciously given to us in the past.

STANDARDS OF EFFICIENCY AS DETERMINED BY THE TEACHERS—THEIR PREPARATION AND WORKING CONDITIONS

BY J. A. MATHESON, *Professor of Pedagogy in the North Carolina
State Normal and Industrial College*

It is not my purpose on this occasion to speak of the function of the teacher and the importance of teaching except to say, that if the high aims and purposes for which our schools are founded and are being maintained are to be realized it is well to pause for a moment and ask ourselves the question if the preparation which our high school teachers are receiving is such as to enable them to use to the best advantage the time and opportunity that is theirs.

Every one knows that teaching is the fundamental purpose for which the school is run. We levy and collect taxes, build and equip school houses, and organize our course of study and classify our pupils in order that teaching may go on. And the State and community demand that the children be taught with as little waste of time and money and with as much efficiency as possible. We should have reached the point ere this where as much preparation and training should be necessary for teaching as for any other profession, as medicine, or law.

Is this true of our profession today? Where do the majority of our high school teachers come from and what preparation have they had for high school work?

With our present facilities for teacher training our high school teachers must either come from the elementary school with the elementary school methods or from the college class room with college methods—either one of which is wrong for high school students.

Some months ago I sent out the following cards to more than a hundred high schools in the State:

1. Name of Teachers of	2. Graduate of	3. No. yrs. Taught	No. yrs. in Pres. Pos.
Latin
Math.
Eng.
Science
History
French
German
Man. Arts
Drawing
Dom. Sci.
V. Music
Remarks
.....
.....
.....

.....
Superintendent or Principal.

Reports were received from two hundred and fifty teachers. These reports were sent to our so-called best high schools. At any rate most of them are on the accredited list of our best colleges. The following table shows the percentage of teachers furnished by our colleges:

<i>Graduates of</i>	<i>Per Cent.</i>
University of North Carolina	14
State Normal College	14
Trinity	9
Wake Forest	6
Meredith	4
Other Colleges with courses in Teacher Training	8

In other words 55 per cent. of these two hundred and fifty high school teachers are graduates of colleges with courses in Education and 45 per cent. from colleges with no course in education. Of course this does not necessarily mean that the 55 per cent. were trained for high school work, but that number had at least an opportunity to take a course in the theory of teaching.

As stated above these figures represent teachers in our best equipped and oldest high schools—most of them being in towns and cities. Reports were received from not more than five or six rural high schools.

It would be interesting to know how many of the three hundred and forty-two rural high schools teachers given in Mr. Walker's report for 1911-12 have had any training other than a regular college course. The following table shows the tenure of office according to subjects:

	No. of Years Taught						No. Yrs. in Pres't Position					
Teacher of	1	2	3	4	5	6	1	2	3	4	5	6
Latin	4	5	9	7	4	4	20	11	6	4	2	6
Mathematics	5	7	4	5	5	4	24	17	5	3	1	2
English	8	9	4	7	4	5	23	13	6	3	1	5
Science	8	12	4	2	9	2	31	10	1	4	1	2
History	3	10	4	3	2	5	19	8	6	4	1	5
French	2	5	2	2	3	1	9	7	1	4	0	5
German	3	5	1	4	0	0	6	7	3	3	2	0

No record is made of those teaching more than six years, but several reported as having been in their present positions ten years or longer.

The most interesting feature of the above table is the fact that by far the largest percentage of these teachers have been in their present position for only one year—the year just closed. In other words 64 per cent. are either teaching their first year or have been in their present position only one year. In view of the above statistics it seems that two things are needed; namely, better trained teachers and better paid teachers.

Before we can have better trained teachers it will be necessary for the colleges to provide facilities for this training.

If the high schools of our State are to be equipped with men and

women of both scholarship and professional training, we must look to our colleges to furnish both scholarship and professional training.

The teacher confronts a problem that has two great factors, the subject matter and the child. And in addition to this he must have some experience and skill in the art of teaching. A school of education should, therefore, provide for

First—Scholarship;

Second—A Knowledge of the Child;

Third—The Art of Teaching.

As to the first one no one will deny the fact that successful professional training must rest upon the foundation of accurate and adequate scholarship. No comment is, therefore, necessary. As to a knowledge of the child, there should be no difference of opinion, but unfortunately a large part of our teachers must rely upon acquiring this knowledge after they begin teaching.

It is no longer an accepted fact that if one knows his subject matter, he will be able to teach it to others. Insight into child nature is absolutely essential to successful teaching. We all need to realize that after all we are teaching children rather than subject matter.

Third, the teacher must know something of the technique of teaching and this is based upon scientific principles, and must have practice to secure skill. One of the most essential things, therefore, in a school of education is that it affords an opportunity for actual teaching under the supervision of skilled teachers. To do this it is necessary to have a practice school where the young teacher may get actual experience in class room work and where he may see the application of the fundamental laws of teaching.

In view, then, of the great need for trained teachers and in view of the fact that opportunities for receiving such training as is necessary, are very limited we rejoice tonight that with the new Education Building at our State University larger and better opportunities have been provided for the training that the schools of North Carolina must demand of teachers.

We are tonight entering upon a new era in our educational life and the opening of this new building will mark the beginning of better things. We confidently look to the University of North Carolina to raise the standard of efficiency along all lines of school work.

STANDARDS OF EFFICIENCY AS DETERMINED BY THE PRODUCT OR FINISHED RESULT

BY REV. GEORGE W. LAY, *Rector of St. Mary's School*

In every line of manufacture great pains is taken to test every part at every stage of progress, and to test the finished product at the end in the most exhaustive manner. Every manufacturer is careful not to send out a piece of his workmanship that is not entirely up to standard. In spite of all this, standards of quality in manufactured products are determined by competition and comparison with the product of other manufacturers. When a firm has obtained a reputation for its goods, it is most careful to maintain this reputation, because otherwise the product of their factory in competition with other factories, when found deficient, will be thrown back on their hands, and the reputation of the firm is gone.

The same should hold true in educational products. The result of our educational efforts must be standardized in order that we may obtain the best results, and the evidence of having completed a certain course must be so weighed and tested that the results come up to a fixed standard. We are practically without standards in educational results. This is because we do not test the educational product, which can only in my judgment be done with the help of examinations. The maker of an article without reputation in the trade claims that it is "just as good" as the product of some well known firm. No sensible man accepts this declaration by the maker unless he can actually test the article that he is expected to buy. And yet in educational matters we accept all the time the mere opinion of hundreds of different teachers with no fixed standard, all claiming to have produced the very best results that are equal to results obtained in institutions whose products are tested continually by examinations and comparison with the products of other first class institutions.

I consider the system of having certificates without examination as being the curse of education in the South. For many years I taught in a first rate school in New England where the requirements for colleges were entirely decided by examinations. There I made a plea for adding certificates to examinations. Rather curiously I find myself now where my plea has to be the converse of this, i. e., that examinations be added to certificates. I consider that both are necessary. Examinations alone, through the great weight given to them, attain the nature of a fetich. Furthermore the efforts during the year will not be continuous and faithful as they would be when the candidate for examination knows that the record of his work during the year is to be considered along with the results of examination.

On the other hand where we use certificates alone, as we do pretty generally in the South, institutions to which the candidate comes have

certificates from so many institutions that it is impossible to know their value, and as a matter of fact many of the certificates are worth nothing. This value can only be ascertained by annual comparisons with the product of other first rate institutions, and this is only attained by examinations conducted by the higher institutions.

We have gone quite wild recently over the Carnegie Unit. To those who were accustomed to sending candidates to Harvard and Yale, and to the College Entrance Board of Examinations, these units were nothing new except as to the particular term. We all understood, as those who devised these units also did, that quality as well as quantity was to be considered. We now have the definition of a unit by the Southern Association of Colleges and Preparatory Schools, that a unit is one quarter of a year's work. This is a perfectly reasonable and proper definition as understood by those who devised it. But in the minds of most people it means nothing but quantity, and has no particular reference to quality, and they also have no means of judging what the quality ought to be, if quality was required.

I can best explain this by an illustration. Suppose a horse drawing a cart to be loaded with so many ears of corn every quarter of a mile was considered to do a day's work when he had worked eight hours. Let us then suppose that a first rate horse traveled eight miles an hour, and has the requisite number of first rate ears of corn put into his wagon every quarter of a mile, and that the cart itself is a first rate cart with a good tail-board. At the end of two hours he would have carried a fine load of excellent corn sixteen miles, and would be credited with one unit. Another old plug has little nubbins put in in place of the good ears, and has a very bad tail-board to the cart. He travels only four miles an hour, and at the end of the two hours has gone eight miles with only part of the load, and that only of small nubbins; but he gets his one unit just the same. This is a fair illustration of the unit system if it depends on the say-so of the instructor of the candidate.

Let me call attention to an interesting and important fact. It would naturally be supposed that the authorities of the preparatory schools would have the best knowledge of the comparative quality of the work performed by those who complete their course, and that the authorities of the colleges would have the best knowledge of the comparative strictness of their respective requirements for entrance. As a matter of fact it is exactly the other way. The authorities of any given college have, in the product of many preparatory institutions, and the results of their examinations and other tests by the college, an excellent idea of the comparative quality of the work done by the preparatory school. They know this better than the teachers in the preparatory school. On the other hand teachers in a good preparatory school are sending their product to various colleges. They see the results and know whether it was hard or easy, and they know also in which colleges the poor students were able to enter. They there-

fore have the very best knowledge as to the comparative strictness of the entrance examinations of colleges. It therefore follows that the only way to have a standard of the work to be accomplished by high schools is to devise a plan by which the product of the high school is tested carefully as to quality as well as quantity by an outside, impartial authority, so that the teachers in the high school themselves might be able to learn what the standard really ought to be. I claim that they cannot know this unless their product is tested by others.

In some counties there are several high schools, and if each gives its diploma independently, we have as many standards in that county as there are high schools. It is therefore a step in the right direction if we find the County Superintendent requiring that no diploma should be given by any high school in his county until the papers of the candidate have been examined by himself and a central County Committee.

But even when this is done it would leave us with one hundred different standards in North Carolina corresponding with the hundred different counties. Even if we had a fixed standard in the State, we might still be different from the standard in other States, but at least we should try to have a standard for the whole of North Carolina. It would add value to diplomas which now have no value whatever. It would prevent diplomas being given where they were not deserved, and, what I consider most important of all, it would inform every teacher in every high school of the State as to what the standard should be in his particular department. I believe that as things are no conscientious teacher has the opportunity of ascertaining what the standard is, and that a premium is put upon the ignorant and unscrupulous teacher in permitting him to assign to mediocrity honors that only belong to comparative excellence.

I have taught for nineteen years in a school where nobody ever examined his own class. Information obtained by the results of the examinations conducted by others entirely, was not only conservative with regard to standard, but most illuminating and instructive to the teacher of each class. Boasting of what we thought we had done, self-sufficiency and contentment were of no avail. Several times each year we knew exactly what other people thought of our work when they had had the opportunity of examining and testing it in comparison with similar work conducted by others. Some of these examination papers were set and marked even by men not in the institution, and at least at the end of each year the results of our efforts were tested by the College Entrance Board, or by the Entrance Board of leading colleges so that we had a verdict on our work by the very best authorities.

There are several places in the public school course where a general examination of all candidates by a central board would be most helpful. It would certainly do much good at the entrance to the high school. I have been asked to speak to you tonight especially

with regard to the diploma given at the end of the high school course.

At the last Teachers' Assembly I submitted a resolution, part of which was adopted by the Assembly, and the whole of which is printed in the North Carolina High School Bulletin for January of this year. I ask your careful consideration of the proposal I then made with regard to a uniform State High School Certificate. If you will refer to the details mentioned in the Bulletin, you will see that it interferes in no way with the diploma of any particular high school or country. It only provides that any high school or private school that chooses to do so can recommend its candidate to a Central State Board who will set papers and mark them, and, if they see fit, give a State High School Diploma. It would therefore not only be a great honor, but also a valuable test both of the candidate, and also of the schools from which they came. Any school that claims to be as good as any other high school in the State can easily prove its claim by sending its candidates in for this examination. By doing so they would obtain some very valuable information with regard to the character of their instruction, and the sufficiency of their curriculum. This would be welcomed by all the best and most intelligent high school teachers. Those who have succeeded would have assurance and those who have failed, if they were conscientious, would know wherein they had failed, and wherein they must do better. Those who were ignorant and lacking in conscientiousness, if they had their candidates try the examination, would learn the truth, which is always useful and wholesome. If they did not send up their candidates for examination they would be obliged thereafter to cultivate the golden virtue of silence, which would do them much good, and be a great relief to the unwilling ones who sometimes have to listen to their vain boasts.

Such a State High School Certificate would establish a State standard in at least one point in education, and would increase educational intelligence and honesty. I think most of our educators are honest, but they have no means of ascertaining what standards are, or where they in particular stand. Whether intentionally or not, it is not honest to let boys and girls think that they have finished a real high school course when, either in quantity or quality, they have fallen far short of this. I beg to call attention also to the fact that sufficient discretion is given the examining board to enable them to take the value of certificates into consideration along with the examinations and the excellence in certain subjects as outweighing some little lack in others, and also to determine, as the question shall come up, what subjects may be admitted as substitutes for the more usual ones.

I earnestly recommend to your attention this subject, as I am sure we will never arrive anywhere without standards, and can not have standards without some definite State test.

COLLEGE ENTRANCE REQUIREMENTS IN ENGLISH FROM THE VIEWPOINT OF THE HIGH SCHOOL

BY FRANK P. GRAHAM, *Formerly Teacher of English in the
Raleigh City High School*

What I have to say will not be in the way of a formal paper on entrance requirements in English. I have not the perspective of the work of the Committee of Ten during the last twenty years that most of you have. These few observations will be in the nature of impressions based on a very brief experience in the English classroom in a high school. Nor will it be in the spirit of a writer in a current story in the *Saturday Evening Post* who has his character to say that when he began to write he had to unlearn everything that the teacher of English had taught him in the high school and college. In his own phrase, they knew all about "Snow Bound" and "Sartor Resartus" but knew nothing about the trick of writing 1896 truck—the editor wanted the 1899 truck.

Whatever the changes in style and taste, there are certain things that make good truck whether it be 1896 or 1996—correct spelling, good punctuation, and clear grammatical sentences. And it is these that the high school boy is chiefly concerned with rather than a new trick or style for the editors.

Spelling is not in the definite requirements for college entrance, but poor spelling is certainly in the bill of indictment against the high school. Correctness in spelling is a matter of hearing and seeing the particular word in an attentive way; then special attention to the oral and written spelling of particular words has a particular place in the high school. It would seem that the theory of acquiring the faculty of correct spelling altogether incidentally is in part with the theory that grammar and punctuation and composition are to be altogether acquired through reading good literature.

This, to my mind, is contrary to the conditions of life which require that we go into the shop behind any work to understand the instruments and methods of its construction. Seeing and enjoying the biggest football games does not make a football player; but preliminary training through the spring and summer and continual drudgery in elementary rudiments is the price of achievement. In our eagerness to fulfill the college requirements we often neglect the simpler elements of writing. The charge of the college against the high school, that the students cannot spell and punctuate, is answered by the counter charge that in the entrance requirements the college emphasis is upon the higher requirements and that the teachers whom the colleges send into the high school bring the content and method of the college course, ill adjusted to the mind of the high school pupil. Of five young men who have taught in a city high school of North Carolina in the last three years every one, to some extent, has taught in terms of college thought and method to the indigestion of

his pupils. The high school is saying to the college: "Send teachers who will devote interested care to the simple things." The complaint of the high school is the emphasis of the college and the method of approach and treatment of the college trained teacher. The English teacher is sometimes interested in the dramatic movement in a play when the boy does not understand coherence in a sentence; or convergency in a short story when he does not appreciate emphasis in a paragraph.

This, to my mind, is a primary charge that the high school has to make, and it is the purpose of the school of education with its awakened strength and high efficiency to answer the charge and square the training and understanding of the teacher with the needs of the school.

Almost as vital is the fact that the college requirements do not interest the daily life of the average high school student. My point here is that the required subjects do not get into his daily thought. When he is walking home with his classmates or on a fishing tramp, it is never a thought that he has of Burke's Conciliation or the Essay on Addison. When he picks up a book naturally to read, it is Jack London's "Call of the Wild," or a story in the *Saturday Evening Post*. The high school English course should recognize the natural taste of the boy as well as the excellence of a particular literary form in the oration, lyric, essay, or drama. Let us keep the Bunker Hill Oration and the rest, but do not let us kill his natural interest and drive him to the dime novel. Direction and guidance is most needed in the reading that he does as a matter of interest. A superintendent of schools said last week that he thought most high school graduates who are going immediately into business need "The Letters of a Self-Made Man to his Son" more than they do Carlyle's Burns. The college entrance requirements neglect this present life interest and are not true to the natural taste of the teacher himself. How many teachers here pull down a poem of Milton's after dinner, not as a steady thing but even one time, for natural enjoyment? This fact may be a sad commentary—to me it is not. Anyhow it is a fact that must be recognized in teaching college entrance requirements as an appreciative basis for the assimilation of a study by the human boy and girl.

The thing we want from the boy and girl is work—interest—enjoyment. To get these the choice of subjects must not only recognize his present wholesome interest but also relate the other—the fixed—the classics—to his everyday thinking. The Princess may be approached in such a way as to become vitalized with the whole question of the woman movement—the education of women—the legal rights of women—votes for women. The Princess may touch an interest that becomes a cause to the girl in the Graham High School or it may take another turn in her brother thinking of his neighbor's washwoman voting. In either case the Princess has something to do with life. That is the chief problem of the entrance requirements in the high school.

COLLEGE ENTRANCE REQUIREMENTS IN ENGLISH FROM THE POINT OF VIEW OF THE COLLEGE

By MISS ELIZABETH A. COLTON, *Professor of English, Meredith College*

If my experience had been limited to my three years as an instructor in Freshman English in a Massachusetts college, I should probably discuss the topic assigned me—College Entrance Requirements in English from the Point of View of the College—in the way Professor Walker intended me to do; but my five years' experience as a teacher of English in a North Carolina college leads me to emphasize college entrance *preparation* in English, which is not always synonymous with entrance *requirements*.

At Wellesley as my students came almost entirely from well-organized four-year secondary schools (preceded by eight or nine elementary grades) where experienced college-trained teachers had enough time to drill pupils in the essentials of English composition, I found the recommendations made by the National Conference on Uniform Entrance Requirements in English perfectly satisfactory. My different experience at Meredith does not lead me to find fault with *the requirements*, but rather to deplore the conditions in many of our North Carolina schools which apparently are such that teachers are not able to give pupils sufficient training in English to prepare them for freshman work in college, much less for "freedom and fulness of intercourse with other men."

Teachers of English in secondary schools have long complained that they have not been allowed sufficient freedom of choice in the selection of masterpieces to be read and studied. The National Conference on Entrance Requirements in English have, I feel sure, never considered that any particular magic was attached to its list of recommended masterpieces; but it at first seemed advisable to be comparatively definite as to the minimum amount of supervised reading which a candidate for admission to college should have completed. And the fact that for several years past a selection of ten could be made from forty masterpieces including five plays of Shakespeare, seven books of essays, nine novels, an allegory, an autobiography, and seventeen poems, or collections of poems,—did allow a little individual preference on the part of the teacher. Then, too, the Conference assumed that these ten masterpieces, wisely selected and properly taught, might cultivate an appreciation of the leading types of literature. And the four masterpieces recommended for "careful study" during the *fourth* high school year were suggested on the principle that after a taste for good reading had been acquired, a student might get an even deeper appreciation of the art of literature by studying the form, style, and the exact meaning of words and phrases in a drama, an oration, an essay, and a poem.

The same principle holds in regard to the recommendations for

1914-1919; but the Conference, feeling now that a greater freedom of choice might be allowed, suggests a list of nearly two hundred masterpieces, or collections of masterpieces, from which as heretofore, ten are to be selected for "careful reading". And the new list for "careful study" allows a choice of four out of fourteen instead of four out of six or seven, as formerly. The high school teacher of English, therefore, can no longer complain of restricted individuality; the college teacher, however, will no doubt continue to criticise not the requirements, but the way the requirements are taught.

As I have already implied, the college has found the old requirements satisfactory whenever the preparation has included the proper emphasis on English composition as well as an appreciation of literature—so far as such appreciation can be developed in pupils of high school age. But in very few of our North Carolina secondary schools have English teachers "rigorously exacted correct spelling and grammatical accuracy in connection with all written work" nor have their pupils thoroughly mastered "the principles of English composition governing punctuation, the use of words, paragraphs, and the different kinds of whole compositions including letter writing." It is, of course, a great misfortune for a pupil not to be able to thrill at the exquisite music of Milton's "lofty rime"; but it is, from the point of view of the college—and I should think from any point of view—an even greater drawback not to be able to write a coherent sentence or a unified paragraph. But in most of our high schools and academies the requirements in composition have been largely lost sight of, and the wider choice now allowed in the selection of masterpieces will not affect the student's ability to write good English. That will always depend on the teacher, the pupil, and the school.

But the National Conference on Uniform Entrance Requirements in English continues to emphasize training in composition. At its last meeting, the conference voted in favor of a college entrance test on composition and grammar distinct from the test on literature, and urged "increased emphasis on punctuation, spelling and the other essentials of good usage." The Conference further recommended that individual colleges take such steps as might be found necessary to ascertain whether candidates for entrance possessed an adequate equipment in oral English. These recommendations, unfortunately, will not greatly affect southern colleges, for we do not give a test even on literature. But it is to be hoped that our high school teachers of English may be led to throw all possible emphasis on "the difficult art of composition", by means of which, in Stevenson's words, "the main business of life is carried on."

But until more of our secondary schools allow English teachers time for careful, constructive criticism of daily, or weekly, themes, the college can hope for no marked improvement in the preparation in English of candidates for the freshman class. In cases where the teacher is conscientious and competent, and has time to drill pupils in

written work as well as to help them interpret some of the great literary masterpieces, the preparation in English is as satisfactory as the requirements. But though this is still an ideal so far as most of our schools are concerned; there are a few matters, of greater or less importance, which might be remedied even under existing conditions. In the first place, teachers could even now devote a proportionate amount of time to composition training. They need not spend a whole year reading *The Vicar of Wakefield*, or *A Tale of Two Cities* alone to their classes, or in having their pupils do the reading. And they could require pupils to return corrected even the few themes they have had time to criticise.

It would be advisable, too, for them not to attempt to teach Burke's *Speech on Conciliation with America* and *Lycidas* in the eighth grade, nor to have ninth grade pupils read *The Scarlet Letter*. As the Meredith pupils from the high schools where these innovations were enforced showed greater lack of thoroughness than those who came from schools where the simpler *Vision of Sir Launfal* and *Lady of the Lake* were read in the eighth grade and *Ivanhoe* or *Silas Marner* in the ninth, I would suggest that *The Scarlet Letter* should not be introduced into the high school curriculum and that *Lycidas* and Burke's *Speech* be left, as directed by the Conference, for the fourth year of the high school.

And I would also suggest that high school English teachers should not attempt in the last high school year to teach fourteen masterpieces. The following masterpieces were reported by the Principal of a well-known North Carolina secondary school as having last year been "carefully studied" in the fourth year of his school: *Macbeth*, *Sir Roger de Coverley Papers*, *Julius Caesar*, *Franklin's Autobiography*, *The Deserted Village*, *Sohrab and Rustum*, *Macaulay's Life of Johnson*, *Irving's Life of Goldsmith*, *Merchant of Venice*, *Poe's Poems*, *Milton's Minor Poems*, *Burke's Speech on Conciliation with America*, *Gareth and Lynette*, and *The Passing of Arthur*, and for parallel reading *The Vicar of Wakefield*, *A Tale of Two Cities* and *Silas Marner* were required. Naturally the pupils from this school have not had training in theme-writing; indeed, I should not think they had had time for any study besides literature! And yet they do not seem to care even for reading.

On the whole, then, it would seem better to adhere to the recommendations made by the Conference of English teachers, and to devote the last high school year to frequent practice in theme-writing and to the study of only four masterpieces. And the advice holds whether pupils are going to college or not; all the more, I think, if they are not to have college training in composition and literature.

Another weakness in preparation of English which is quite as fatal as the over-crowding of the course, is caused by allowing pupils "to complete" their English when they have failed in, or dropped, all supposedly more difficult subjects.

In support of my own experience, I quote here a passage from an address by Dr. John Bell Henneman, Professor of English in the University of the South, delivered before the 1908 annual meeting of Association of Colleges and Secondary Schools of the Southern States:

"It is unreasonable to suppose that a student has fulfilled the requirements and is prepared in English when he is in arrears in advanced school subjects like mathematics and Latin. Weakness in these, I have found, invariably reveal weakness in the one or two branches the pupil is supposed to have passed. . . . This is why, I fancy, professors in scientific courses in universities not demanding of pupils the full quota of mathematics and preliminary language work, whether Latin or not, find their pupils while nominally passed, often wretchedly deficient in the foundations of English Speech."

But, perhaps, the leading complaint college English teachers have to make against high school English teachers is their giving grades of 90 or 95 to pupils who are not prepared to do freshman college English. Judging from the grades reported at Meredith, secondary school teachers rarely give a lower grade in English than 90; and very few Meredith freshmen who had received as low a mark as 90 during their high school course have this year been able to make a passing grade, and some who proudly boasted a grade of 95 on high school English have fallen *below* 70. I, therefore, beg high school teachers of English when grading to take into consideration more largely the composition work of their pupils, and occasionally to mark a pupil as failed.

In conclusion, I again wish to compare my experience at Wellesly and at Meredith. I taught approximately one hundred freshmen a year at Wellesly; and eight was the maximum number who failed any one year. At Meredith, however, when the admission requirements in English are nominally the same, where the freshman course is far less difficult, and where the grading is somewhat less rigid, more than a third fail, or are dropped back into the third or fourth academy year. Some with high school diplomas have failed to pass the work of even the third academy year. Secondary school teachers of English may not dare "to strike" for more time, but if they refused to pass all pupils who could not write correct sentences and paragraphs, high school principals might feel the necessity of allowing them time to do their work thoroughly.

THE ESSENTIAL THINGS IN TEACHING ALGEBRA*

BY WM. CAIN, *Professor of Mathematics in the University of North Carolina.*

Good and bad ways of teaching mathematics were contrasted. The bad way is to allow the student to work by rule without ever understanding the principles on which it is based. With teachers pursuing such a method, the answer is the thing and the analysis nothing. Perhaps the memory of the student is cultivated, but the analytical powers are not developed. The result is that very soon the student understands nothing of what he is doing; he is not learning to reason, and ends with a thorough distaste for mathematics; so, when he enters college, he is fore-doomed to failure. Such teaching invariably comes from instructors who have been taught their mathematics in this incorrect way and who should confine their activities to memory studies.

The correct way to teach algebra, or any branch of mathematics, is to question the student as to each step taken and to insist upon the reason for it. This plan must be followed from day to day, so that nothing is passed over without being thoroughly understood. Interest in the subject is awakened in this way and the student advances, his analytical faculties instead of being atrophied, are developed continuously and he often ends, by finding a delight in the study.

The two methods of teaching may be further contrasted by considering the methods of marking. If a student works out a problem and gets the answer, the thoroughly inefficient teacher, without questioning him, gives the maximum mark. The thoroughly efficient teacher questions him on each step of his analysis, and, if he cannot give a reason for any step whatever (such cases often occur), he is marked zero.

It is true that the good teacher, with a large class, rarely has time to "wring the boy dry" of his knowledge—at least every time he calls him up, but it is well to have an ideal to which he is ever endeavoring to attain in full. It thus cannot be too strongly emphasized, that in teaching mathematics, the pupil must be taught the reason (whether by the book or by the instructor), for each step before he advances to the next, and sufficient exercises should be given to fix the argument and processes in his memory. There is no other way properly to teach mathematics.

As to the most essential subjects to teach in a high-school course in algebra, mention may be made especially of these topics which are recurring in a college course in mathematics, pure or applied—those things that are needed every day in analytic geometry or the Calculus.

* An abstract of the paper presented.

Algebra is built up from the series of plus and minus quantities and certainly so much of the theory of fundamental operations as given in Wentworth's High School Algebra, should be taught. It would be entirely out of place in a high school course, to require an exhaustive treatment as is given in Fine's College Algebra, who introduces very early the consideration of sequences and limits, leading up to exact definitions of irrational numbers. Such numbers, in an elementary course, may be assumed to exist and can be pictured on a line. As to the other topics, "factoring" and manipulations with "fractions", are of the highest importance. The formal method of finding the "highest common factor", is not often called for in practice, but there should be a thorough drill in the shorter methods. Simple and simultaneous equations of the first degree, must be thoroughly studied and the introduction of "strange solutions" (some times introduced by the clearing of fractions before simplification) explained by the teacher.

Of course involution and evolution, and particularly operations with surds and fractional exponents, are continually recurring, but there is but little use in spending much time on the cube roots of "compound expressions" or of arithmetical numbers. No one in practice ever extracts the cube root by this algebraic method when a table of logarithms is at hand.

Not only solving quadratic equations is daily required, but the theorems as to the sum and products of the roots is constantly being called for.

"Inequalities" is of great importance in the higher mathematics; "ratio and proportion" is occasionally helpful, as may be said also of the "progressions." The simplest case of the binomial theorem, for a positive integral exponent, should be given, but further developments seem out of place in a high-school course.

The use of "graphs" for the simpler cases of the straight line, circles, parabola and ellipse, is helpful and stimulating.

SUGGESTIONS FOR THE TEACHING OF LATIN GRAMMAR*

DR. GEORGE HOWE, *Professor of the Latin Language and Literature, University of North Carolina.*

The ground was taken that memory work is often unnecessarily emphasized in the teaching of Latin Grammar. It is true that there is no escape from the tax on memory in the study of forms. Much can be done, however, to lessen even this burden; first, by making clear the difference between an inflected language and an uninflected language; second, by giving full instruction on the formation of words, on the method of handling inflections, or the likeness between inflectional endings, etc., (illustrated by the imperfect tense of the several conjugations). Memory can be made to play a less extensive part in the study of syntax, by giving instruction in the general significance of cases, moods and tenses and by making it clear that rules are but the application of principles (illustrated by the dative case and the subjunctive mood). The paper closed with a suggestion that much is to be gained by a more thorough study, on the part of the teacher, of historical grammar, and by keeping in mind constantly that grammar follows language as an analysis of already existing phenomenon instead of preceding and leading to it.

* An abstract of the paper presented.

THE ESSENTIALS TO BE AIMED AT IN THE TRANSLATION OF THE CLASSICS INTO ENGLISH

CHARLES W. PEPPLER, *Professor of Greek, Trinity College.*

I shall allow myself to make some observations on the value of the classical study, as a preliminary to the discussion of the subject assigned me, because the aims of the teacher in translating are based upon and determined by what he regards as the essential value of such study.

In educational systems there are two distinct aims; one is to furnish a large amount of useful information, the other is to train the mind to *think*, through the exercise of all its faculties. A true education combines both. A system of instruction which overestimates the importance of mere information and underestimates the value of mental discipline, thereby cultivates the memory to the detriment of the reason, imagination, and the other faculties of the mind. There is always danger of putting disproportionate emphasis on the memory. All teachers know how readily the majority of students use this faculty to the exclusion of the others, and how prone some students are to use the memory—merely local memory—in the realm of pure mathematics where the reason should be supreme. On the other hand, the Germans put the emphasis on mental discipline and mind-training in the very name that they give to the school which in their system corresponds to our high school and college combined. They call it a *Gymnasium*, a gymnasium for the mind, a place for training and developing the powers and faculties of the mind, just as the athletic hall is used for exercising and strengthening the muscles of the body. They do not call it a refectory, a dining hall for the reception of intellectual food, though, as food is a prerequisite for the exercise of the body, so knowledge, information must first be brought to the mind before mental activity and thought-processes are possible. But education is not merely the acquirement of knowledge; if it were, the encyclopaedia would furnish the shortest road thereto. Measured by this standard the ancient Greeks, who were in fact the most cultured people of all times, would have to be rated as the least educated, inasmuch as the Greek boy's curriculum consisted of little more than the three R's, music, and a study of the poets, while by contrast our boys are carried through a score or more of studies. On the contrary, education is the leading out of the mind in thought, the training of the mind to think by giving exercise to its faculties, and the place best adapted for this exercise in the formative period of life is the intellectual gymnasium, that is, the high school and the college.

The classics and pure mathematics are the best mental gymnastics,

the best instruments of education, the best means of compelling the student to think consecutively and with accuracy and precision. In Professor Shorey's "fundamental distinction of studies in practical education, viz., that between (1) those in which students are pulled up short by definite tests, and either know or don't know, and (2) those in which it is possible to drift along in a haze of half knowledge or false conceit of knowledge", there can be no doubt that the classics and pure mathematics belong to the first class.

THE VALUE OF THE CLASSICS AS MENTAL DISCIPLINE.

Compare the intellectual pre-eminence of the Germans, who have retained classical training in their schools, with the slight influence in the world of thought exercised by the Spaniards who have discarded it. This and similar comparisons carry with them the inference that the study of the classics gives a superior intellectual power through a more effective discipline of the faculties of the mind. To appreciate the greater disciplinary and therefore educational value of the classics, let us compare the study of a modern language, say French, with that of an ancient language. The grammatical structure and the order of words being in the main the same in French as in English, the student in the process of translation merely associates with the French word its English equivalent, and then the sentence almost translates itself. Here it is possible that in many cases no higher effort or activity of the mind is put forth than that of association, and the student may almost be pardoned for the erroneous idea that he is translating words, whereas he should be translating thought. But how is it with an ancient language? Here everything is different from modern usage; there are differences of word-order, of syntax, of the general structure of the language. The language abounds in inflections, there are multitudes of case-endings and verb-endings. These show the true relations which the words of a sentence bear to one another, and the student must not only master the forms and the rules of syntax of a language very different from his own, and be able to apply them, but he must also trace out and combine the scattered members of the sentence in their proper relations, to the end that he may determine the meaning of the passage. "There are five times as many mental processes to undertake," says Lord Goschen, "in translating from Latin and Greek into English as there are in translating a modern language". Greater mental effort means greater mental development, just as greater work in the gymnasium produces greater physical development. The superiority of the classics as mind-trainers and instruments of education is recognized by Professor C. H. Grandgent who is now the head of the Modern Language Department of Harvard University, and who was previously a college instructor in French and German and director of all the modern language instruction in the public schools of a large city. He says in the *School Review* for September, 1907, (Vol. XV, p. 519): "It appears to be the unanimous opinion of college professors of mod-

ern languages that their best pupils are those whose school years were given mostly to Greek and Latin, while their poorest are those in whose previous curriculum French or German or 'science' was the principal factor." Later (p. 526) he says: "It is through the classics that the man of European stock, from ancient times almost to our own day, has received his mental discipline: it is they that have taught him how to observe, how to discriminate, how to reason, how to remember; they have afforded practice in analysis and synthesis; they have cultivated the taste and broadened the horizon. It is they that have given man the intellectual power to cope with any problem that may confront him; it is they that have made him an educated being. . . . Mathematics afford a part, but only a part, of the necessary discipline: they teach concentration and accuracy, but not much more. . . . Natural science and the host of minor subjects recently adopted, while they impart interesting and sometimes valuable information, furnish none of the requisite training." The opinions of many others to the same effect might be quoted, but this one has value as coming from one who is himself a teacher of modern languages.

The greatest claim for a place in a college curriculum that can be made for any study is that it trains and disciplines the mind, compelling the student to think and thus developing his mental powers. It was the great Huxley, I think, who said that a real education must be based on a serious, consecutive, progressive study of something *definite, teachable, and hard*:—words of supreme importance, which an educator can never afford to forget. Those studies, and those studies only, which *compel* a student to think are instruments of education and deserve a place in a modern educational system. This discipline the classics give in a pre-eminent degree. In what does this training consist, and what are the specific advantages of the study of Greek and Latin?

(1) The necessity of weighing every word in a Greek or Latin sentence in order to determine its meaning and its relation to the other words gives the student the power of accurate interpretation. For educational purposes no exercise is more valuable than this, since it brings into operation so many mental processes. Its high value is appreciated in the legal profession; the ability to determine the exact meaning of a new law in itself and in its relation to other laws is indispensable to a lawyer. Professor Shorey says: "Information, knowledge, culture, originality, eloquence, genius may exist without a classical training; the critical sense and a sound feeling for the relativity of meaning, rarely if ever. I have never met in private life or encountered in literature a thinker wholly disdainful of the discipline of the classics who did not betray his deficiency in this respect."

(2) The second of the disciplinary values of the classics, namely, the ability to think clearly and logically, is implied in the first. If, as is often said, one's knowledge of Latin and Greek soon fades away in after life, is it not true that he just as readily forgets his astronomy,

Anglo-Saxon, or chemistry? "The depth of middle-aged gentlemen's ignorance", says George Eliot, "will never be known for want of public examinations in these branches." *But whereas knowledge is forgotten, education is never lost.* This is an effective reply to the advocates of the encyclopaedic theory of education; and in opposition to those who hold the so-called utilitarian view, it is to be noted that a trained mind is, in fact, the most useful possession that one can carry out into life, and therefore those studies that train the mind best have the highest utilitarian value.

(3) When the meaning of a passage has been found, the student's efforts are then directed toward giving it adequate expression in clear, forcible, and idiomatic English. Such exercises repeated day after day have an immense cumulative value in the cultivation of a clear and lucid style in the mother-tongue. And an obstacle frequently encountered in English essay-writing, namely, a dearth of ideas on the part of the student, is here entirely eliminated, since they are supplied by the text and only the form of expression remains to be considered.

(4) Classical study compels the student to concentrate his attention upon the work in hand. The ancient language being rich in forms and inflections, close observation and attention to detail are demanded in order to grasp the thought and appreciate delicate shades of meaning. This study, then, produces mental alertness and gives one control over the operations of his mind—an invaluable possession for all subsequent intellectual effort. According to the well known story in the *Symposium* of Plato, Socrates stood for a whole day buried in thought on a problem that he could not solve. How many of our students can do consecutive thinking, not day-dreaming, for as much as ten minutes at a time? In proof of the contention that the study of the classics trains the mind and gives this power of sustained thought, are the reports that come to us again and again from the scientific schools that one student with previous classical training but with no scientific preparation before he came to the school has outstripped in the scientific course another student who had much previous scientific but no classical training.

(5) A better knowledge and a keener appreciation of language in general, and of the mother-tongue in particular come from the study of Latin and Greek. One frequently hears a student of the classics say that he did not know anything about grammar until he studied the ancient languages, or that his first knowledge of English grammar came from the study of the classics. Under this head only one point out of many will be mentioned: The Greeks and the Romans made a more careful use of the moods and tenses than we English people do, and consequently the student who would translate into Greek and Latin must give considerable thought and attention to this matter. This necessity for reflection makes for culture and mind training, and there is also a quickened sense for modal and tense relations.

(6) Since Greek literature furnishes the ideal of literary form in

the great masterpieces of literary art which have served as models to all later peoples, the study of this literature cultivates the taste and gives a higher appreciation of literary values through contact with these noblest products of the human pen.

TRANSLATION

This discussion of the disciplinary value of classical study is an indication of my attitude toward the work of translation. That which is of first importance is to determine the *meaning* of the original through a knowledge, precise and definite, of the meaning of the separate words and of the exact relations which they sustain to one another, as shown by their inflections. When the meaning of the passage has been discovered, the next step is to express this thought in plain, idiomatic English. But getting the thought is the chief aim and purpose, and it is the thought, not the words, that must be translated or brought over into English. An immature student may sometimes be detected translating the words only and even putting them in the right relation to one another without fully appreciating the meaning. In such cases the teacher should ask constantly, "But what does the passage mean?", and he should not rest until he has gotten a satisfactory reply. The trouble with most students, however, is an ignorance of the grammatical and syntactical relations of the words. Consequently, a thorough knowledge of the elementary principles of the language, gotten from constant drill in the fundamentals, is a necessary prerequisite to successful translation. The hit-or-miss way of grasping at a few familiar words (without noticing their inflectional endings) in the hope that by mere association they may be made to yield up the meaning of the passage, is worse than useless and should not be tolerated. Accuracy, precision, and a complete understanding of the thought of the original are the cardinal virtues in the work of translation, and the effort to attain them is mental exercise of a high order, one that trains and educates the mind. It follows from this that the use of translations or "jacks" nullifies all the good that comes from classical study; it is like getting another to take your prescribed physical exercise in your place. There is no mental growth or development in the one case just as there is no physical growth or development in the other.

Mention may be made in conclusion of a matter of great importance, the translation of English into Greek. As in all other languages, this is harder than the reverse process, but it is the very best and most effective means of learning any language, and should therefore never be neglected. There are various methods of teaching Greek prose composition. I shall mention one that I have used with success for many years. It was suggested by the account which Schliemann, the great linguist, gave of his way of learning languages. Surely he, if any one, learned foreign tongues quickly and thoroughly, and composed well in them. He made a practice of memorizing his exercises after his teacher

had corrected them. I have adopted the same method with my students. A piece of connected English prose is assigned them for translation into Greek. After they have written the sentences on the blackboard and after these have been publicly corrected and explained, my own complete copy of the exercise is presented for them to copy, and they memorize this as a part of the next lesson, the other part being the translation of a new piece of English into Greek which is treated in a similar manner. The work of translation should in no case be undertaken until the metaphorical expressions and abstract conceptions have been eliminated as far as possible from the English passage and until the underlying thought has been put in its simplest form. This process frequently reveals the vagueness and sometimes the emptiness of what appears to be dignified English. And so here again, as in the case of translation into English, the eternal question "What does it mean?" comes to the front, and the effort to answer the question is a most valuable mental exercise, an unrivaled means of training and developing the powers and faculties of the mind.

THE HISTORY CURRICULUM IN THE HIGH SCHOOL—ITS AIM AND CONTENT

BY WILLIAM K. BOYD, *Professor of History, Trinity College.*

The study of history in the past has been dominated by various purposes, such as the defense of an ecclesiastical system, the propaganda of political ideals, and the agitation of economic reform. Today history is more and more coming to be regarded as an art or method which must reveal the processes of the world in which we are now living. Consequently our college and university courses in history are being revised to give more time to Europe and America in the nineteenth century, with the sole purpose of giving both the general student and the specialist a deeper sense of the various processes that have made the contemporary world. In one of our largest universities the introductory college course has been made modern history; there is a universal tendency to make the first year of American history in college the period since 1750 to the present, while specialization is more and more turning to the industrial, social, and diplomatic history of Europe and America.

History in the high school has for one aim the preparation of students for college history, in which the above tendency is evident. However there are many high school students who never enter college. For them, as much as for those who enter college, the course in history should have a modernistic trend; it should present in a more elementary way than the college courses some fundamental events and dates, but should also give some introduction to certain forces that have made modern Europe and the United States of today. Thus from the standpoint of both the college and the high school the work in history should impart to the student a sense of adjustment in the world of the present.

The subjects that should be taught have long since been outlined by the committees of the American Historical Association and the Committee of the New England History Teachers' Association; viz. for the first year ancient history, mediaeval and modern history for the second, English history, for the third, and American History for the fourth year. I believe this scheme the ideal one with the following modifications.

First of all I believe that the outline of ancient history in the *syllabi* published by the organizations above named are too difficult for students in the first year of the North Carolina high school. I also offer the same criticism of the text books in ancient history. As a substitute I suggest that the basis of the work be biography, such as is given in Harding, with reference work now and then to text books which should be in the school library. Indeed I think there is need for a syllabus of ancient history based on biography which would give

references to the large number of elementary books of biography in existence and a fewer number of references on selected topics from text books to be used for supplementary reading or essays.

The second criticism I offer to the course as outlined for the second year. Most high school students are too immature to grasp the complexity of forces that lie behind the large number of details in the average text book of mediaeval and modern history. The solution I offer is similar to that for ancient history, a wide use of biography. Harding's *Story of the Middle Ages*, should, I think, make an excellent basis for the work. They might be supplemented by some of the biographical essays that are landmarks in English and American literature, such as Motley's *Peter the Great* and Macaulay's *Frederick the Great*.

Coming to the course for the last two years, I believe that the work in English and American history should receive a greater emphasis in the curriculum of the high school than it now does. If history is to be sacrificed in any year or years, let it be in the first two years. For in the last two years the students are more mature, more able to comprehend the forces that lie behind facts, and the subject matter in the history of England and the United States is that which is pre-eminent-ly fitted to give a sense of adjustment to the world of today. Regarding the purpose and method of instruction I offer the following suggestions.

In the history of England emphasis can easily, and I believe is rightly, made on narrative and political history. But I find from experience with college students that they have not brought with them to college a definite conception of what the English government was in the past, the great changes that have been made in it in modern times, nor of the greatest factor in giving England the power it has today, the commercial and industrial changes of modern times. How can the average man, whether he has been through college or only through the high school, read the news from England in his morning paper intelligently without some elementary knowledge of that commercial expansion and the industrial revolution which have given England its leadership among modern nations? Therefore I recommend that some book on English industrial history be required to supplement the text book in the high school. I would also call attention to the excellent outline of the industrial revolution in a recent number of the *History Teachers' Magazine*.

Finally, in the fourth year, where American history is the subject prescribed, less emphasis should be given to the political history of the colonial period and more to its social and economic aspects. Here lies an opportunity for the use of local history. The story of the Scotch Irish, the Germans, and the Scotch can well be illustrated from the history of North Carolina. Indeed there are vast possibilities for the use of local history in explaining all national problems. I believe the aggressive and interested teacher might make his school the center for

a library and museum of state history and thus add to the value of the institution to the community. In the period since 1789 emphasis should be placed on the organization and nature of the federal government, then on those economic and social forces that have shaped the application of the constitution and the growth of the nation,—such as slavery, the tariff, and the growth of the west. With such a point of view the old drill in presidential elections, battles and fortunes of war which made my own high school course in history a burden, take their natural place in the student's mind. I believe that much of the confusion and misunderstanding in the adjustment of present-day American problems is due to a lack of that enlarged vision which comes from the study of American history. For the purposes of practical citizenship therefore the teaching of history in the high school must emphasize those forces that throw light on contemporary conditions. Locally here in North Carolina the need will soon be brought home to us in the rise of a new kind of school, that devoted to farm life. What place can history have in its curriculum if not to explain the social and industrial forces of the past which have made the North Carolina and the south of today?

In conclusion, in all teaching of history the greatest requirement is a trained teacher. In the past history has too often been looked upon as an old shoe to be exhibited as an interesting relic and no special requirement has been made for the position of exhibitor. This condition must change. To bring it about there are two available means. One is for the teachers of history to organize, meet, and discuss their problems at some annual conference, such as this, or at the Teachers' Assembly. The other effective means referred to is the influence of the colleges. At Trinity a new elective system has been put into effect by which every student after the Freshman year must take four courses in one subject, two in two allied subjects, and five general electives. Consequently I look for better trained teachers in history to go forth from Trinity in the future; certainly none will be recommended for teaching history who have not had a major of four courses beyond the Freshman year in the subject.

HOW TO UTILIZE THE SCHOOL LIBRARY IN THE TEACHING OF HIGH SCHOOL HISTORY

MARY SHANNON SMITH, *Professor of History, Meredith College*

Before discussing the library phase of high school history it may be well for us to understand just what history is and what we believe its purpose to be in the general course of study. In its broadest aspect history is all that has happened of which we have a record. In that which relates to the association of men with his fellows the material is so vast that it has been grouped in various types of histories as constitutional, military, diplomatic, economic and industrial. Until recent times the study of the earlier types has predominated but for the last few years the emphasis is being increasingly placed on material that has to do with economics and industry. With the industrial revolution, which followed the invention of machinery in the eighteenth century, the world became dynamic so that one movement, near or remote, affects every part of our civilization. The purpose in teaching then should be to make the student intelligent and alive to his environment and also to enlarge his sympathies and interests until he feels a kinship with all humanity, while its ultimate result should include not only the culture of the individual but his social efficiency in the community and in the larger life of the world.

Just a word, too, about the general method of teaching. Memory work in history is out of date. The student should get the evidence as to facts and then think this over for himself, organize it, and express it.* The aim of the training is ability to look up and get hold of the salient points of a subject when needed. Such a history course cannot be taught from a text book only, it requires a library, for no one authority can give a student a comparative view of earlier or present thought.

The first question about the history library is, what books are there; what type predominates, military, or economic and industrial; who are the authors—for history is being largely re-written. Second, what books are absent that should be there; how can the school get them; who selects the books? At present too few of our mature high school teachers have themselves had adequate library training in history or are in touch with the thorough work of modern scholars, while our young teachers with the training, lack the judgment that comes with maturity. Then there is the important matter of how the books are cared for and protected from the dust, and yet made easy of access to the students; the adoption of some simple method of cataloguing the books, and recording those taken out.

* McMurry, *How to Study and Teaching How to Study*; E. C. Moore, "Improvement in Educational Practice," *School Review*, May, 1913, pp. 323-333.

In the use of books there is the informational and inspirational side which is the fascinating part of study; that is, the getting in vital touch with the past and present, with the thoughts and ideals that have functioned in action, so that you assimilate them and make them your own. If the world is growing in interest with each year one should have little difficulty in getting others to read, but the teacher has a further responsibility and that is to direct, guide, and interpret that reading. If he is just from college he should realize that he must know his students and then adapt his work to them.* To awaken an interest particular books may be described and short selections of prose and poetry read. After a brief explanation, hold a definite book up in the class and ask, "Who would like to take this over-night?" In the library, even though small, there should be good secondary histories; source material for illustration; biography; and some well illustrated books.

Until an interest is aroused and the students are reading, little more can be done. Afterward the standard may be raised by degrees, but it should always be remembered that there are various types of thought and qualities of ability in every class. Gradually different forms of discrimination may be suggested. First, one in subject matter showing the varied sides of life, bringing out not only the military or governmental side, but also the social, religious, and industrial life of the people. Another day there might be a talk on the personality of the author and his credibility as a writer; his own training; the material used; his temperament; and whether he seemed open-minded or prejudiced. Students should learn that printing a statement in a book does not make it true. Again, current history as found in newspapers, magazines, or pamphlets may be used to make real similar contemporary accounts of events that happened long ago. The class should come to realize that while human nature remains the same, the organized life of society and the beliefs and ideals of men change.

On the side of note taking there should be definite directions as to all technical matters which soon can be made habits, so that the student may be free to put himself into what he writes. It helps to hold the class to a minimum amount of outside reading for each term, small enough for the slow readers but with a daily time allotment for study so that the more rapid workers will continue their daily notes to the end of the term. On this technical side there should be the friendliest co-operation with the department of English Composition. It should be known whether the students have acquired ease in the use of a library and in finding the material in a given book by the use of the index and table of contents. It is of course supposed they are familiar with the art of using the dictionary and encyclopaedia. With this technical side fairly acquired comes the real problem—How to take notes! Both teacher and student may get definite and helpful sugges-

* Edward Channing, "Teaching of American History in Schools and Colleges," *History Teachers' Magazine*, May, 1913, pp. 121-123.

tions from such books as Perry, *Punctuation Primer* (American Book Co. 30 cts.); McMurry, *How to Study and Teaching How to Study* (Houghton Mifflin Co.); Hartwell, *The Teaching of History* (Houghton Mifflin Co., 1913, 35cts.); and from almost any good rhetoric. The real work of the student comes in the daily practice of first finding what he is looking for, and then selecting the significant points of the subject. It is right here that most of the difficulty will come. The teacher, as has been said, should stress the assimilation of the thought by the student, its organization and natural expression in his own words. This process may be illustrated in part by what happens when one hears a fine sermon, an address, or a live political debate, and later discusses it with a friend, although even here all three processes may be imperfectly done.

In conclusion, the work in the library functions in the class by the required outside reading; by assigned topics reported orally; by occasional special history papers; and by examinations. Its lasting result should be to give each student a feeling of growth and freedom, and when properly directed should make him more socially efficient; but he must in some way use his knowledge if the benefit is permanent.

THE CONVERSATIONAL METHOD IN THE TEACHING OF MODERN LANGUAGES*

By A. VERMONT, *Superintendent of the Smithfield Graded School.*

In the hands of competent teachers, supplied with proper text books, the Conversational Method has evident advantages. The Teachers, however, who are sufficiently equipped to use this method, are at present small in numbers; the proper text-books are equally rare.

Still a certain amount of conversational work may be done, imperfectly, it is true, but still fruitful in a simple way. Given a good text-book, such as the little stories in Bacon's German Grammar, or in *Contes de Fees*, the Teacher may base his questions on the text before him, gradually elicit answers from the class, and finally succeed in obtaining a discussion from the whole class. The students should evidently be at liberty to ask all manner of questions, in the foreign tongue.

Behind this, however, should lie three or four months of good hard work in the study of forms. The verbs may be mastered, and without the verbs no conversation will ever be possible. A fair statement of this difficulty to the class may encourage the students to the mastery of these parts of speech. However dry the process of acquiring forms, the forms must be acquired.

Imperfection in pronunciation should not be a source of discouragement. It is evident that few men ever acquire a foreign tongue to such perfection, as not to betray in their speech, their foreign accent. The French "u" the German "u", the English "th" illustrate this point. Still, non-natives will continue to acquire English, French, German, Spanish, etc.

French and German, and all Modern Languages should be begun if possible in the seventh grade, perhaps lower. They might be offered as a substitute for Latin. Though it seems to be a fact that the students who avoid Latin, are usually weak in the foreign tongues, and that the best Latin students prove themselves the best foreign language students. If begun in the seventh grade, French for instance, would become a living tongue in the ninth, tenth, eleventh. There is no reason why a student in the tenth and eleventh grades should not enjoy Corneille, Racine, Moliere, Victor Hugo, Goethe, Schiller, Weber, etc. Our present method of teaching French or German two years, is based on the preparatory idea: the idea of getting our students ready for college. It would be better for the High School men to base their studies on the actual fact that few of the students go to college, yet would have mastered sufficiently a foreign tongue to enjoy its literature.

Here lies evidently a great work for our colleges and for the School of Education. We must get the men; we must perhaps prepare our own text-books. The work is not without difficulty, still *labor improbus omnia vincit*.

* An abstract of the paper presented.

THE TEACHING OF PRONUNCIATION OF THE MODERN LANGUAGES*

BY W. M. DEX, *Professor of Romance Languages, University of North Carolina.*

One of the many good suggestions made in the Report of the Committee of Twelve, in 1898, concerns the subject of pronunciation. The report states that "it is hardly necessary to say that the first matter of importance for the beginner is the learning of a good pronounciation."

No teacher would fail to admit the soundness of this statement. Yet the attention given to pronunciation in most class rooms is still far from adequate. Many teachers lack the slightest acquaintance with phonetics, which, to my mind, is an indispensable requisite for the proper teaching of *French* pronunciation—and my remarks concern no other language. The great advantage of the phonetic alphabet, the one commonly in use being that of the *Association phonétique internationale*, is that each symbol represents a single sound. Of course, it is important to give the student the correct sound for which the symbol stands, and the representation of that symbol in the regular French orthography—i. e., the different ways in which the same *sound* may be represented orthographically; for example, ê=—in, -im, -ain, -aim, -ein, -eim, -yn, -ym.

The day ought to be past when, in our modern language instruction, we give the sounds of one language in terms of the sounds of another language, for it is inaccurate and misleading. There are no equivalent sounds in French and English; they, at least, approximate one another. But we surely do not want to teach what is approximately the truth. That is exactly what we do when we say that such and such a letter is pronounced in French as it is in English. The whole manner of speech—pronunciation and rhythm—is different in French from what it is in English: French is spoken from the front of the mouth, and not on the molars; a French word is spoken as a succession of syllables, and not as a word. I read recently this explanation in one text-book: "we have for convenience used the sign of equality between English and French sounds, but, in reality, until the English sounds have been greatly changed, no such equality exists. The English sound merely gives you a starting point. By hard work you can do the rest, thus making the sign of equality true."(!)

I am making a plea for the phonetic method of teaching French pronunciation. I would like to see all our teachers using it—and even if they shouldn't use it, it would do them a great deal of good to become acquainted with the work of such men as Paul Passy, Jean Passy, Dousselot, Laclotte, Zünd-Burquet, etc.

*An abstract of the paper presented.

THE TEACHING OF MODERN LANGUAGES IN THE HIGH SCHOOL

BY W. H. WANNAMAKER, *Professor of the German Language and Literature, Trinity College.*

I shall begin this brief discussion by raising, and answering from my point of view, the question as to the real purpose of the study of a foreign language in the schools, for on the purpose to be accomplished must depend to a great extent the manner in which to go about it. Is the ultimate goal the practical mastery of the language and should the instruction be of a kind and in a way to accomplish this purpose with as little mental labor to the pupil as possible? Should "short cuts" be discovered and pursued, and the tasks made light and simple by the teacher? Should the pupil, in other words, learn the language as nearly unconsciously as possible and much in the way that a child learns its mother tongue?

Assuming as a fact that in the schools hardly more than two years can be devoted to such a study and that after leaving the schools only a small proportion of our pupils continue the study or use of the language, we must realize that such a purpose is foredoomed to failure, for in so short a time not even the brightest ones acquire much facility in the correct use of the speech. As a matter of fact, with only two years of study such a method of procedure amounts to little more than a picnic frolic in learning how to use a few phrases for entertainment. Where one is getting ready for a trip to the especial foreign land, such a method is to be recommended if the time is limited, but our pupils are being prepared, let us hope, for quite a different sort of expedition. Furthermore, it is a fact observed by trustworthy specialists and authorities that the inheritance, absorption, or unconscious imbibing, as it were, of several languages through peculiar environment, such as we find in parts of the world, does not effect that mental discipline and training, that intellectual alertness, breadth of view, open-mindedness and culture that result surely from the learning of foreign languages by hard and intelligent conscious effort. Two or three languages thus acquired amount to little more than one big complicated speech. The foreign laborers, venders of peanuts and ice cream in our country who have picked up a fairly intelligible English and who understand almost perfectly what is said to them in English, know in a practical way far more English than our high school pupils can learn of German or French. But these people are by no means any better educated than if they had never heard of English. And they have surely learned it by the natural method.

No, we must have quite a different purpose in view and teach so as to achieve it. What we must seek is the great profit that comes through and during the actual learning of the language. Just as the

amateur athlete seeks to master a difficult feat in the gymnasium because his body is developed through the exercise and not because he seeks later pecuniary profit from the final ability to perform the feat, so we should never lose sight of the fact that the main object of the study of foreign languages in our schools is this study itself. Such study has long been regarded as a most important factor in all recognized systems of education and has been rigidly enforced.

Now grammar is the theory of human speech and reveals the very principles of thought expression. What is more fundamental and elemental than speech? We all use language, and nothing can be nearer to us and therefore more interesting and illuminating than the study of the ways other peoples have evolved of expressing their thoughts and feelings. It is when studied intelligently and with wise guidance from this point of view that foreign language study becomes most profitable. And when we reflect that the great modern languages represent in their grammar, structure, and vocabulary the product of the combined labor and thought of the wisest and most gifted men who have ever used them, we must believe that from the study of these languages in the right way a mental profit is derived comparable to that got from nothing else in our school curricula.

I admit that some sort of justification might be found for the so called natural method of modern language study in our schools if we were still making wise use of Greek and Latin for the training that comes from no other source. But we have almost entirely given up Greek, wantonly cast away the pearl of priceless value, and are in danger of giving up Latin. It is doubtful if we shall ever find a substitute comparable to Greek. Now that the modern languages are coming into favor, let us not make the fatal blunder of not deriving from the study of them at least a partial equivalent of that which we are rapidly losing. It is, then, this peculiar mental training and discipline that we seek for from the study of the foreign language. To acquire it the pupil must be made to do hard, thorough work. The language must be studied from the start: its sounds must be mastered and the symbols used to represent these sounds to the eye must be thoroughly understood. He should be made to appreciate the fact that the living spoken language has outgrown, as it were, its clothes, and that spelling has not kept pace with the incessant change or progress of the spoken words, which are daily subjected to the wear and tear of millions of vocal organs. Comparisons with his own language from this standpoint will place the whole question of spelling in an entirely different light for him and will show him the relationship of the spoken and the written language in a way he has never seen it before. Let me say here that only by constant writing from careful dictation, first of individual sounds and then of words and finally of sentences, can the pupil learn to spell and understand the spoken language. Dictation is a most helpful, indeed necessary, means in language study, whether English or the foreign language. And in

this spirit the study of the grammar should be taken up. It must be learned, not merely read over in such a way as to enable the pupil to recognize forms when he sees them. The fact that it is hard of mastery, or complicated is just the reason why it should be studied all the more. Why should we seek to make the tasks of our ninth and tenth year boys easy? I fear our humanitarianism has begun to emasculate even our educational system and that both in the home and the school we are teaching our children to avoid rather than seek hard tasks. Our own language has been so simplified and degrammartized that it scarcely suffices longer to illustrate the principles of grammar, and a study of it alone falls far short of the purpose of language study. Consequently, the wise teacher welcomes just such a gracious opportunity as comes from the complexities of German grammar and word order. Through them he can explain satisfactorily those fundamental principles of the science of grammar that he has labored to make clear to his pupils, but which with their own remarkably reduced grammar they have not grasped. And for this very reason the German language is unquestionably better adapted for high school work than is French. Its grammar is far richer, more complicated if you please, but certainly withal far more graspable and learnable than that of the French. The very intangibleness of the latter, its illusiveness, its exquisite delicacy of distinctions—its very soul that is so utterly unteu-*fonic*—all mark it as better fitted for later study. That it has been begun in the schools earlier than German and even now is more widely studied, finds a ready historical explanation and rests on an old misconception and an established custom.

Now, I do not at all mean to suggest that the study should be so conducted as not to make the eventual practical mastery of the language both possible and complete. Far from it. Indeed the teaching should constantly look to that goal, or have that ideal, but not be conducted in a way to sacrifice what I have indicated as the main end in view. And while the language should be recognized as a living speech and not merely as a book language, all the written and oral work should be selected and directed so as to fix in the mind of the pupil the forms of the language and to give him that great pleasure, the opportunity to use his knowledge. At all stages of the study, comparisons should be made with his own language. Not only thus does he come to know more intimately the real genius of his language and to appreciate its peculiarities, he also learns to perform one of the especial functions of education, that of comparing and inferring. Suppose for instance, he is studying the German verb forms. He should not only learn absolutely all the endings and tense and mood differentiations, but he should also be made to spread the whole fable side by side with that of the English verb that is not rich in endings but quite complicated in combinations, and thus acquire a conscious feeling for both. He should be made to appreciate the essential differences and to feel the superiori-

ty and inferiority of each language as compared from this point with the other.

Of course it goes without saying that the teacher should be resourceful enough to make his work interesting and plainly progressive. But the pupil's spirit of interest and satisfaction ought to rest on his knowledge of progress and achievement, and but few pupils will find the work uninteresting if they clearly see this progress and also appreciate the fact that they are slowly but surely mastering another way of arriving at the greatest of all man's achievements: that of giving expression to human thoughts and emotions.

TRANSLATION IN THE MODERN LANGUAGE CLASSES*

BY WALTER D. TOY, *Professor of the Germanic Language and Literature, University of North Carolina.*

The question of translation as a part of the instruction in the modern language classes of the schools is intimately connected with the more general question of method. In the Direct or Reform Method each lesson is based upon a short extract in the foreign language, but no formal translation into English is made. By means of explanations and questions in the foreign language the pupils are made thoroughly acquainted with the introductory text, and all other matters of grammar, foreign customs and habits are learned from the same source and are treated orally.

In the traditional "grammar-translation" method the grammar is first studied more or less theoretically, and this study is followed later by the translation of separate texts. The translation has often been used chiefly to illustrate and explain the grammar and but little attention has been paid to practical uses of the foreign language or to the life of the people.

It is to be hoped that our teachers will soon become practically acquainted with the principles of the Direct Method or of some modified form of it which can be used by those who do not speak the foreign language fluently. In any case teachers are urged not to treat the grammar in a purely theoretical manner. All the modern grammars are abundantly supplied with material for oral practice, which ought to be used constantly in class. In this way only can the study of grammar be made attractive, and similar methods should be employed in connection with translation.

If the modern language is begun in one of the lower grades, (in the 6th, or 7th.), there need be no formal translation. Systematic oral exercises based on good books can be used to great advantage by teachers who make careful preparation of the daily lessons. In the high school translation of simple texts may be begun after the pupils have become familiar with the more usual forms. The material selected should be such as is likely to engage the attention and interest of the class. The new readers are better adapted for this purpose than the older books.

The ideal of translation to be sought is, first, that the English version be thoroughly idiomatic. The pupil should be taught to understand clearly what the statements in the foreign language mean in that language, and then to reproduce these statements without loss or addition in English, that is, in correct English. The translation is to be a

* An abstract of the paper presented.

faithful reproduction of the same thought in another language, with due regard to the laws and habits of this other language.

Again, besides making his translation thoroughly idiomatic, the pupil must be taught to make it perfectly correct. He must not base his version upon a hasty perusal of the words before him. It is necessary to find out the meaning of the words and then to determine the relations of the words and the clauses to each other. The translation must be the result of logical deduction and not of a hasty suggestion. In maturer classes it may also be well to imitate in the translation the style of the original.

In regard to all these questions, including the choice of text-books and of methods, the members of the French and German departments of this University will be glad to correspond with the teachers of the State.

DEDICATION OF THE PEABODY BUILDING

The dedicatory exercises were held in Gerrard Hall, Friday evening, May 2, President Venable presiding. The following account is taken from *The News and Observer* of May 3.

"Thirty-seven years ago the first summer school for the training of teachers in connection with a university or college in America was established at the University of North Carolina. Friday night the fruitage of that seed sown for teacher training was the inauguration of a marked era in teacher training in North Carolina in the dedicatory exercises of the new Peabody Education building for the training of professional teachers at the State's seat of learning. It was the happy privilege for the institutor of this teacher training school of thirty-seven years ago to be present at these exercises that expressed the wish of furthering the work of professional teacher training. That person was the beloved ex-president of the University, Dr. Kemp P. Battle. Two other co-laborers that date their work for teacher training back a quarter of a century or more, were present to participate in the exercises—Dr. J. Y. Joyner, superintendent of public instruction and Professor M. C. S. Noble, the dean of the new school of education.

OTHER WELL KNOWN EDUCATORS.

"Other well known workers in education in the State participated in the dedicatory exercises, and a former son of North Carolina, now an educator of New York, Dr. Herman Harrell Horne, of New York University, came back to his native State and alma mater to celebrate such an event in the progress of education in North Carolina.

"President F. P. Venable, in welcoming the educators from far and near, who came to take part in the dedication of this new building and establishment of a distinct department of education at the University, expressed his thankfulness of the generosity of the trustees of the University and Peabody Educational fund which made possible the erection of this commodious building for the instruction of teachers.

"Dr. J. I. Foust, on speaking in behalf of the State schools and colleges, extended hearty greetings on the event of the dedication of this new building to the services of the State, and said that the University of North Carolina occupied the most vital spot in the State and if the influence of this great institution were blotted out we would be poor, indeed.

"Professor J. H. Highsmith, who spoke in behalf of the private and denominational schools, outlined three problems confronting educational advancement in this State: namely, that of money, matter of attendance, and the problem of teachers.

"Zebulon Judd, representing the country schools, indicated that North Carolina was the most typical all-round country State, and hence this building for the training of professional teachers could be

of real service to the mass of rural people.

BLAIR'S SUGGESTION.

"J. J. Blair, superintendent of Wilmington city schools, suggested this inscription as an appropriate one to be carved on the new building: 'The Commonwealth of North Carolina requires the education of all the citizens for the safeguard of its liberties.'

"Dr. J. Y. Joyner, superintendent of public instruction, in making a plea for a broader and deeper professional training for teachers and superintendents, brought cordial greetings on the occasion of the dedication of this building for the increased facilities for the training of teachers. Dr. Joyner brought the message that it will not be much longer that the people of North Carolina will have to trust the training of their children to men using the profession of teaching as an easy stepping stone to some other vocation. That a very small per cent of school superintendents have special training, accountable by the fact that heretofore there has been no available place for securing this professional training, was the assertion of the State superintendent of public instruction.

DR. HORNE SPEAKS.

"Dr. H. H. Horne, professor of education in New York University, outlined with sharp definiteness the function of a school of education in a State university. Dr. Horne prefaced his remarks with a glowing tribute to North Carolina as a State. 'A widening of consciousness in North Carolina is going on' declared Dr. Horne. He cited illustrations of the national and international consciousness as recognized in the selection of Josephus Daniels as secretary of the navy, and Walter H. Page as ambassador to the Court of St. James. However, in matters of public education the New York educator gave statistics showing that this State is still to the rear of the majority of States in the Union. Of ten enumerated points of merits in the facilities of public education, he showed that North Carolina surpasses only two States in the Union, the States of South Carolina and Alabama. But for the new school of education, Dr. Horne looked forward to the improvement of these conditions. 'Its function is to be a central generating plant for every unenlightened section of the State,' he declared."

RESPONSE BY DR. J. I. FOUST

Ladies and Gentlemen:

When I was requested to take some part in these exercises this evening, there was only one restriction put upon me, and that was that I was to speak only five minutes. I hope that you will appreciate the difficulty of one's speaking for just that length of time. Usually when any one is asked to speak for that time, he is supposed to get

together a little nonsense in an interesting way. As I will not speak on that line, I shall try to speak a little sense.

It has not been my privilege to visit this University without the feeling that it occupies a great place in the history of North Carolina. If you will blot from our history the influences that have gone out from this University, you will leave our history in a very barren condition. The University must justify its position by the eminent services that it renders the people of the State of North Carolina. That is the principle underlying all public educational institutions throughout North Carolina. Measured by this standard, the University of North Carolina has repaid more than one thousand-fold every dollar and every cent that has been invested in the plant and expended on its support. From the time of the establishment of this institution, there has not been such a force in North Carolina for the development, the uplift and the aid of the State schools, and the influence that has gone out from this University has been great and powerful.

If the State needed a public educational system in order that all the people might be trained, it has had only to look to the sons of this University for the establishment of that system. If public education in North Carolina needed reconstruction, it has had to look to this University for the men of strength to accomplish the task. If we have found our people ignorant and our industrial development unsatisfactory, we have had to look to this place and to this University and the men who received their instruction and their training here to lead us into line, in order that our people may be able to work out their destiny in justice and righteousness.

The sons of this great University have been the leaders in bringing the State into a larger and better life. The greatest and most serious problem undoubtedly that faces North Carolina today is the problem of education. The people are spending more money for their schools than they have ever appropriated in the past. They are going to demand better trained teachers than ever before. In addition to that, we are going to try to give the advantages of education to every person in North Carolina, and we look to this University to solve this great problem for us.

It is with pleasure, Mr. President, that I bring to you and to the University of North Carolina tonight greetings from all the State Colleges and schools for what this Institution has accomplished in the past, and for the progress she will accomplish in the future.

RESPONSE BY PROF. J. HENRY HIGHSMITH

Professor of Education in Wake Forest College

Mr. President, Ladies and Gentlemen:

With all heartiness I bring you greetings and every good wish from Trinity, my Alma Mater, from Meredith and Wake Forest, with which it has been my good fortune to be associated, from Davidson, Elon,

Guilford, and that long line of institutions of distinguished and unselfish service, devoted to the education of the people of this state. Our denominational high schools and colleges congratulate you upon the dedication of this magnificent building, an institution set apart for the training of prospective members of that honorable and illustrious company to which the immortal Agassiz himself deemed it an honor to belong, desiring none other epitaph save that of "Teacher." These institutions, on whose behalf I have the honor to speak, join hands with this great University in the solution of all our educational problems.

There are three great problems in Education in North Carolina. The first of these problems is that of money. "The question of education in its final analysis is a problem of sufficient money wisely expended." The sources of revenue for educational purposes are two, mainly—direct appropriation by the state, and local taxation. We must depend upon local taxation for the money which is so imperatively needed for our public educational enterprises. This problem of money will be solved by the industrial prosperity of the state and of the South, and by an adequate and intelligent system of taxation.

Then there is the problem of compulsory attendance. To be sure, we have a six months' school law, and a statute compelling the regular attendance of children upon school, but we shall need a wholesome public sentiment among our people in order to secure the enforcement of these laws passed by our last Legislature.

Our third big problem in Education is that of teachers. Statistics will prove that the vast majority of our public school teachers have had no professional training. We are sorely in need of teachers who know the subject matter, the method, and the philosophy of the educative process.

This problem of teachers will be solved by the department of Education in this University, by the departments of Education in our Colleges and High Schools, and by our Normal Schools. And may the time soon come when the business of teaching shall become the profession of teaching, when our teachers show a truly professional spirit.

The supreme task before the people of North Carolina is that of universal education. All our institutions of learning should be definitely and irrevocably dedicated and committed to the education of all the children of all the people.

The soul of this process of universal education is the teacher. I stood on the Stock Exchange in New York City where men make and lose fortunes in a moment, and I said, "Surely, it's a great thing to be a captain of finance." I stood on the wharf in New Orleans where the great river steamers ply to and fro carrying cotton, the staple product of the South, and I said, "Surely, it's a great thing to be a captain of industry." I stood in western North Carolina, overlooking the magnificent Biltmore estate, and I said, "Surely, it's a great thing to be the lord of a manor like that." And then I went into a school house in North Carolina, where a woman was teaching the boys and girls of

today, the men and women of tomorrow, and I said, "Greater than being a captain of finance, greater than being a captain of industry, greater than being the lord of vast estates, is to be the trainer of future American citizens."

When I think of the educational need in North Carolina I am reminded of the last words of Robert E. Lee. The great chieftain lay lying. In the delirium of death he imagined that he was once again upon the battle field, hard pressed by the enemy. Remembering him who had come to his aid in many a trying hour, he said, "Tell Hill he must come up."

The people of North Carolina need to be told that they must come up, to make the state that was first at Bethel, farthest to the front at Gettysburg and Chickamauga, and last at Appomattox, first in the education of all the people, farthest to the front in the training and remuneration of teachers, and last to give up the struggle for civil, political and religious freedom.

RESPONSE BY SUPT. ZEBULON JUDD

Superintendent of Public Instruction for Wake County.

It is a great honor to speak on this occasion for the country boys who have come to this great institution and who are to come to gain benefit from all that this new building stands for, to become permeated here with the spirit of loyalty to the State and the desire to serve all North Carolina.

The people of North Carolina are practically all country folk, as the world considers the term. In our largest city, according to the newspapers, the people raise crops and gather at the courthouse to discuss farm subjects. None of our towns has acquired all the characteristics of a city. East of the Mississippi River, the State of Mississippi alone shares with North Carolina the distinction of having no large city. Mississippi stops with 23,000 at Meridian, and North Carolina with 34,000 in Charlotte.

Excepting five of the dry western plateau states, the two Dakotas, and Mississippi, North Carolina is the most typically all-round country-dwelling State in the whole union.

It is not surprising, then, that the back country furnished to the University much of the best material that has come to it in the past. Every thinking county superintendent of public education must realize very keenly the obligation that rests upon the country school to keep up this standard of supply, the quality of this yearly tribute from the country. Thinking of numbers only we might regard our task as an easy one, as did the little boy upon a certain occasion. The child had been gazing thoughtfully at his book of animal pictures, when he began the pleasant diversion of asking his father questions.

"Say, pa, does it cost much to feed a lion?"

"Yes."

"How much?"

"Oh, a lot of money."

"A wolf would make a good meal for a lion, wouldn't it, pa?"

"Yes, I guess so."

"And a fox would be enough for the wolf, wouldn't it?"

"Yes, yes."

"And a fox could make a meal off a hawk, eh, pa?"

"I suppose so."

"And the hawk would be satisfied with a sparrow?"

"Of course."

"And a big spider would be a good meal for the sparrow, wouldn't it, pa?"

"Yes."

"And a fly would be enough for the spider?"

"Sure."

"And a drop of molasses would be all the fly would want, wouldn't it?"

"Oh, stop your chatter."

"But wouldn't it, pa?"

"Yes."

"Well, pa, couldn't a man keep a lion more'n a year on a pint of molasses?"

The task before the country schools is to try to feed our lions—our colleges and university well, and not to try to keep them on a diet of molasses or even of foxes. But the place to begin is far down the line.

To bring the home up to the standard of training properly during the first six years; to raise the standard of the primary grades so that they may properly train their pupils and hold them in schools; to see that the grammar grades instruct, inspire, and hold their pupils; that the High Schools so fire their pupils with fine ideals and high purpose that each year the finished product of these schools may be less crude and more efficient—these are some of the phases of a problem that calls for an army of trained men and women in homes and in school-rooms.

Every new opportunity brings a feeling of deepened responsibility to those who give and to those who receive. The first thought of the county superintendent therefore turns to how he can attempt to meet the gift of this great educational opportunity that the University holds out to the boys of the State. It was Plutarch who said: "I do not think that shoemaker a good workman who makes a great shoe for a little foot."

Let not the educational theorist, no more than the man in the field working at his restricted task, think to prescribe the educational policy of North Carolina. Rather let there be made a most careful survey of North Carolina life and of the conditions under which it is lived;

and, with the utmost respect for that life, let us seek not to mold but to stimulate that life and to shape conditions favourable to its growth.

The plain need in a State full of country children is education that will fit them to lead lives rich in the ideals and culture of their race, resourceful in the use of the wealth of field and forest and mine, constructive in the organization of racial and political forces, patriotic and counting no honor equal to a full measure of service in the cause of their country in both peace and war.

We shall look with confidence to the University through this new school of education, whose building we this night do dedicate, to furnish equipped men who shall train our people.

As has been written of Yale, from our hearts we can say of the University of North Carolina:

“Mother of Men, grown strong in giving
Honor to them thy lights have led—
Rich in the toil of thousands living,
Proud of the deeds of thousands dead:
We who have felt thy power, and known thee,
We in whose work thy gifts avail—
High in our hearts enshrined enthrone thee,
Mother of Men—All hail!”

THE NEED FOR A BROADER AND DEEPER PROFESSIONAL TRAINING FOR TEACHERS AND SUPERINTENDENTS

DR. J. Y. JOYNER, *State Superintendent of Public Instruction.*

The need for a broader and deeper professional training for teachers and superintendents is the logical outgrowth of the need for a broader and deeper education for preparation for a life and civilization that is broadening and deepening with every passing year. It is the logical outgrowth of the acceptance in these latter days by all progressive civilized states and nations of the truth of Macaulay's immortal declaration that "the first business of a state is the education of its citizens." For if this first business of the state is to be carried on with the greatest success and the least waste of time and money the state must provide and should demand the best possible training for the teachers and superintendents that conduct it.

The success of any business depends upon the preparation, skill and experience of those that conduct it. This is even more true of the first business of the state, the education of its citizens because this is not only the first but the most difficult, delicate and fundamental business of the state.

It is strange that the world was so long in finding out that there was a science of education founded upon ascertainable fundamental principles and an art of education that could be acquired from experience and from the observation and study of the work and methods of the masters—in a word that real teaching was a real profession and should be the most learned, as it is perhaps the most useful, of all professions.

As men come to see more clearly that the most important business of the world is the proper training of childhood, that children are the very seed-corn of civilization, they will understand that only the best are good enough for such a work and will demand that only those who have had the best preparation for it, practical, cultural, and professional, shall be permitted to undertake it.

We will not trust our horse to be shod by one who has not had special training for his work. We will not permit the bodies of our children to be ministered to when sick by one who has not had long and special preparation for his work and been licensed by the state to do it. We will not entrust our property rights in the courts to one who has not had the best professional training for his work and been licensed by the state to do it. We should not and we will not much longer continue to entrust the training of the bodies, minds and souls of our children to mere tyros, those that would use the most sacred of all callings as an easy stepping stone to some other calling, men and women who have had no professional training for that work,

who know nothing of the work and experience of the great masters of their profession, who have no conception of the art and science of it.

Germany and especially Prussia more than any other country of modern times has taught the doubting world that there is a profession of teaching and demonstrated by the superiority of the results obtained in her schools the value and the practicability of the broadest and deepest professional training for teachers. Even in Germany, however, professional training of teachers is scarcely more than a century old. In the United States it is less than three quarters of a century, and in North Carolina scarcely a quarter of a century old.

Further evidence of this need is found in the recognition of it by the rapidly increasing number of teachers' colleges, normal schools, departments and schools of education in colleges and universities, and in the continuous enlargement, broadening and deepening of the work of all these until they now comprehend professional training for teachers and superintendents of all grades of schools from the elementary to the University. The report of the United States Commissioner of Education for 1909, contains a list of one hundred and seventy-one Colleges and Universities in which there is at least one professor of pedagogy. This does not include the state normal schools which have added a four-year course of study following a four-year preparatory course, thereby becoming really normal colleges. In 1890 there were but six colleges and universities, and in 1900 but twenty-six providing any sort of professional training of teachers. This rapid increase in their number indicates the growth of interest in the professional training of teachers, especially in the broader and deeper training of secondary teachers and superintendents and in the demand arising, of course, out of the need for such training.

Here in North Carolina the need for this broader and deeper professional training of teachers and superintendents is emphasized by the rapidly increasing interest in education, by the increased annual expenditures for education which aggregated \$4,078,120 for elementary and secondary schools in 1912, and have been more than trebled in the past decade, by the rapid spread of local taxation from thirty districts in 1900 to 1450 districts in 1913 raising annually \$1,000,000 for schools by the large increase in the annual state appropriation by the General Assembly of 1913, to provide a minimum school term of six months in every school district, by the lengthening of our school terms and the broadening of our public school system to include high schools, farm life schools, industrial, agricultural and vocational as well as purely cultural education.

Increased expenditures for education, lengthened school terms and a broadened school system cannot be justified and will fail in their purpose without increased efficiency in the teachers and superintendents upon whom depends the success of this whole business of education. Increased efficiency in teachers and superintendents necessi-

tates deeper and broader professional training for their work and logically demands increased expenditures by the state for adequate facilities for such training.

If further evidence were necessary to show the need for such professional training in North Carolina, it might be found in the following facts:

Of the 9,017 white public school teachers employed only 3,487 or 38 per cent. have received any professional training, only 1,975 or 32 per cent. have college diplomas. Perhaps not ten per cent. of the one hundred county superintendents or of the large number of city and town superintendents have had any previous professional training. Very few of the three hundred and forty-two rural high school teachers or of the larger number of city high school teachers have had any professional training for high school work or any opportunity in the state to get it. There has been no place in the state where a county or city superintendent could get professional training for his specific work.

The education and preparation of the vast majority of the pupils of the secondary schools for citizenship and service to their state and their community will end with these schools, and the inspiration and preparation of the minority of them for education in our colleges and universities will depend upon the work of the teachers of these schools. The character of their work will depend upon the preparation of these teachers for it. How urgent, then, is the need for the broadest and deepest scholastic and professional training of their teachers.

Some adequate conception of the academic and professional training desirable and deemed necessary for their preparation for this work may be obtained from the report of the Committee of Seventeen of the National Education Association on the preparation of high school teachers. There is at present, perhaps, no normal school or department or school education in North Carolina prepared to give such preparation as that outlined in this report of experts. The limits of this paper forbid quotations from that report.

The real strategic point in the educational systems of our counties and cities to-day is the superintendent. His work is administrative and supervisory of the work of the elementary, and secondary schools. For the successful performance of his supervisory duties he should have all the academic and professional training of the best elementary and high school teachers and for his administrative work he should have in addition special study in school administration and kindred subjects. Where in North Carolina can he receive such preparation?

It is of even more importance to the people of this state therefore that there should be at this their University a school of education for the broader and deeper professional training of the teachers and the superintendents of their schools than that there should be here schools of law, of medicine, of science, of engineering, of languages, of liberal arts important and necessary though these be.

These other schools will train men for leadership and more efficient service in the various professions and avocations of your state, but the teachers and superintendents trained in your school of Education will train the children that make the men and determine the strength and quality of your manhood and womanhood. The quality and strength of the finished product is determined by the strength and quality of that from which it is made. Those trained in your other schools may reach and serve their thousands, but those trained in your School of Education will reach and serve, at the most vital time and point, in their lives their tens of thousands. These are they, these trained teachers and superintendents, that shall mould the character, create the ideals, kindle the ambition, inspire the soul of the little children of your state. Verily they that do this work shall shape the civilization of each generation.

To meet this manifest need, adequate means for this broader and deeper professional training of teachers and superintendents must be provided by our normal schools, colleges, and university in cooperative and correlated efforts.

After the means are thus provided, if any real profession of teaching is to be established and maintained, the state must by legislation establish, maintain and enforce definite and uniform academic and professional standards of qualification, certification and licensing of teachers and superintendents. Otherwise neither the people nor the teachers can be protected against tyroes and incompetents. Unless they can be assured of some professional protection and increase compensation for long and expensive professional preparation, teachers and superintendents will have no inducement to avail themselves of the means provided for such preparation and from a business standpoint cannot afford it. Other professions have demanded and secured such professional protection from the state.

In 1810 Humboldt, the leading educational official of Germany, to whom, perhaps, more than to any one else, is due the honor of securing and enforcing the order that has made the schools of that nation great by establishing and maintaining a high standard of professional qualification for teaching and guaranteeing professional protection by the government, wrote as follows:

"The business of education in the state is honored if every one who is occupied therewith is first required to give evidence of his ability for it, and duly educates himself among those who devote themselves to this business and who, through public sanction, form at the same time a closed circle. Thus a spirit develops, which without being a tribal spirit is directed steadily and surely towards the attainment of a common end. There arises a pedagogical school and a pedagogical comradeship; and if it is important to prevent unity of views effected through compulsion, it is equally important, through a certain community which is never thinkable without the separation of those not belonging to it, to produce a strength and enthusiasm which are always

wanting in individual and scattered efforts, which separate the bad from them, raise and lead the average, and establish and hasten the progress of the best. This last and most important purpose can only be obtained, however, when the examinations are undertaken with a certain satisfaction and are regarded as an opportunity to prove power."

Here at this ancient seat of learning, this University of the people of North Carolina, this head of their public school system, where the environment for its success is, perhaps, more favorable than anywhere else in the State, we dedicate this day this Peabody School of Education to the glorious mission of meeting this need for a broader and deeper professional training for teachers and superintendents. May it always rank in dignity and power, in the number and ability of its faculty, with any other school at this University. God-speed it in its noble and needed work.

THE FUNCTION OF A SCHOOL OF EDUCATION IN A STATE UNIVERSITY

DR. H. H. HORNE, *Professor of Education in New York University.*

Mr. President, Ladies, and Gentlemen:

I am the happy bearer tonight of congratulations and greeting from Dr. E. E. Brown, formerly the United States Commissioner of Education, now our Chancellor of New York University, and from Dr. Balliett, dean of the School of Education of our University, to my alma mater, the University of North Carolina. They asked me to express to you their best wishes and hearty congratulations. They hope that this School of Education will prove a stimulus and a model throughout the whole Southland for the training of teachers.

Now the functions of a school of education in a state university are to be defined in relationship to the needs of the people of the state. With the needs of the people of North Carolina you are, perhaps, more intimately acquainted than am I, I regret to say. It appears to me that there is the dawning of a new era of national and international consciousness in North Carolina, no weakening of local state pride, but a widening of consciousness to include the nation, an illustration of which would be the appearance of our great North Carolina publicist, Josephus Daniels, as the fourth son of this University to be a Secretary of the Navy. What is the reason North Carolina provides secretaries for the navy? Another illustration of the widening of this consciousness is the appointment as ambassador to the Court of St. James of that other great son of North Carolina, though not educated within her borders, Walter H. Page. It means that North Carolinians must think not merely in state terms but in national terms and, indeed, in international terms, and it means that the school of education in the University, in so far as it is to take its place in the educational leadership not only of the state but of the South, must think, not merely in local terms, but in those scientific and philosophical terms, which belong to a national and an international scholarship. The people of this State have built up within its borders a four-ply University, Chapel Hill, Raleigh, Greensboro, and Greenville. The people of this State are primarily agricultural, becoming increasingly industrial. We have diversified climate, diversified crops, and diversified industries. We have come to be one of the few states in the Union, perhaps four in all, in which now there are more women than men. North Carolinians are progressive but sanely so, as I think. They are self-governing, impatient of restraint, and liberty-looking. As Mr. Judd has pointed out tonight, they are rural rather than urban. Our State has a number of summer resorts and winter resorts, meaning an in-

roduction into our fairly homogeneous society of alien standards. Furthermore, our people are profoundly moral and religious.

I have endeavored thus briefly to hit off some of the main characteristics of the people of North Carolina, whose needs this school of education must discover and seek to satisfy. I have not touched its educational needs. Regarding these, I may bring to your attention, perhaps again, the results of the investigation of the Russell Sage Foundation in its division of education regarding the relative status of the forty-eight states of the Union in ten main points regarding public education. These records were given wide circulation at the time of their publication a few months ago. No doubt they have come into the hands of most of the school people of our State. But I review them briefly here again tonight in order that over against the open, not "closed doors," of the Peabody Education Building we may set the educational needs of the people of North Carolina, so that in terms of the one we may define the functions of the other.

As regards success in getting all children in school who ought to be in school, North Carolina ranks in the forty-eight states as 27th; as regards the value per child of school building and equipment, North Carolina ranks 46th; as regards the allowance of school days per child for school maintenance, North Carolina ranks as 47th; as regards the number of school days per child, if the schooling given to some was equally distributed among all between five and eighteen years of age, North Carolina ranks as 44th; as regards the number of days school is open per year (these statistics were prepared on the basis of 1910 and, consequently, our showing would be better today), North Carolina ranks as 44th; as regards the average attendance of enrolled pupils, North Carolina ranks as 41st; as regards the proportion which school appropriation bears to actual wealth in real and personal property, North Carolina ranks as 36th; as regards the amount spent per pupil per day, North Carolina ranks as 47th; as regards the pupils who survive the elementary course and enter the high school, again North Carolina ranks as 47th; and as regards the tenth point, the point to which Superintendent Vermont was referring last night, the average salary paid to teachers, North Carolina foots the list and ranks as 48th, with an average salary to public school teachers of \$200 a year. Averaging all these points, North Carolina in the list of all the forty-eight states ranks as 46th. We surpass in our Union only South Carolina and Alabama. You don't like it, and I don't like it. The object of their report, as stated in their own terms was "to make the indifferent different." I resent the imputation that North Carolina is indifferent, but assent to the imputation that she is rapidly becoming different.

For these needs of the people of North Carolina as set off in educational terms, we must state the function of the school of education in the University. To recognize and to seek to solve these educational problems is to be the educational servant of the public. Such a public

institution has a public office, and a public office is a public trust. Its function is to be the light that guides, to be constant in the satisfaction of the growing needs of an evolving democratic society; to be the head, aye the heart also, of the educational work of the University and of the State, on the pedagogical side introducing unity into the educational work of the University and of the State; to be, if I may use the figure, an electric dynamo dispensing power and at the same time, perhaps mixing the figure, the storage battery conserving the power. Where there is light, it is because there is some connection with the central generation plant, and where there is no light, it is because the connection in some way has been broken. It is the function of the school of education in the University of North Carolina to be a central generating plant and make connection with every unlighted educational section in North Carolina. It is to be the clearing-house of the educational ideas of our State.

And in particular we may distinguish those functions of the school which represent the work of the University on the Hill and those which represent the work of the University there in the State. Now on the whole we look to this school of education to provide the professional training of college teachers, in so far as the men go out from this University expecting to be college teachers; to provide the professional training of teachers of education, in so far as such teachers go out from this institution into our colleges, into our normal schools, and into our high schools; to provide the professional training of school executives, in so far as such executives go out into the work of the city superintendencies, of the county superintendencies, of the high school principalships, and the private school principalships of secondary grade, and of the grammar school principalships; to provide especially professional training for the great body of secondary school teachers in public schools and private schools, in city schools and rural schools, in both subject matter and in method. The statistics presented here last night by Professor Matheson and those presented tonight by the State Superintendent of Public Instruction sufficiently impress us with the magnitude of this need and of this responsibility. And also to provide professional training on an equal basis for our women as well as for our men teachers. This may not come at once, but we trust the wisdom of the counselors of the University as to when it shall come. In our country at large fifty-three per cent. of our teachers are women, and in our schools, including secondary and elementary schools, seventy-eight per cent. are women. There must ultimately be no discrimination as regards sex between education for men and education for women and the training of the teachers of the one and of the other.

As regards the function of this school of education out there in the State, we must take the school, so far as possible, to the people when the people cannot come to the school, to the teacher in service, connect-

ing up by correspondence with whatsoever need may exist in the remotest corner of this State. We must enlarge the work of University extension by faculty visitation and faculty service to the communities of our State. It is a very splendid type of service. Professors in this University are rendering, as they with considerable difficulty go about over this state ministering to its general needs, often with no income to themselves, often with outgo, spending themselves in this form of noble charity to our State. This means that the members of the faculty in this school of education in their schedule of hours must allow themselves such freedom of time that they may be able to respond to the needs of the people who cannot come here. And to the public of our State this school is set to render the service of cultivating a keen and quick educational opinion by monographs, letters, and articles in the press, by public speeches, that our people, as Professor Highsmith was saying tonight, may be ready to answer the calls of our State Superintendent. And both on the Hill and out there in the state this school must set up standards in education, though recognizing that no living process, such as education, is or can be completely standardized.

I allow myself at this point to touch merely by mention certain means to be utilized by this school in realizing these functions, and the first of these means I should specify is proper correlation. The sentiment has already been voiced here tonight. There is no room for jealousy, as President Venable says. This is a new era of social enterprise, a new era of joint co-operation. North Carolina is a large State. Its educational needs are manifold. And no David can afford to fight with another David, but each must face his own giant of educational need. Proper correlation with the other pedagogical agencies of the State; with the A. & M. College at Raleigh that there may be an easy transfer of credit for whatsoever work has been done there to this institution; with the Greensboro Normal College. I was happy in private conversation with Dr. Foust to have him say that the service to the women teachers of North Carolina is so great that both the Normal College and the University working together can not begin to meet that need. Proper correlation with Greenville, for there is a type of work held, I believe, true by its president to its elementary function of providing teachers for the common schools of our State, whereas this institution and the Greensboro College will endeavor to provide teachers for the secondary schools. Proper correlation with the work done at Cullowhee and the Appalachian Training School, and with our sister colleges in the State, I cannot name them all. I do not know all the colleges that are giving education, but certainly with Wake Forest, and with Trinity, and with Meredith, and with Davidson, and with Guilford, and with the office of the Superintendent of Public Instruction, such correlation being represented by the presence of Superintendent Joyner here tonight; correlation with the North Carolina Historical Society, correlation with the North Carolina Folk Lore Society, and correlation with the press of this state.

Education is no small affair. There is an education in the narrow sense of the term, which it is the function of the school to give, but there is an education in the broad sense of the word, which it is the function of the whole life to give. In accord with this idea, this school of education requires for its best work a proper environment, an interior decoration as well as exterior grounds befitting a teacher's spirit, suggesting the professional atmosphere of the teacher. It requires adequate library facilities, and it is a splendid service that the University library is rendering, not only to this institution, but to the people of the State, and it was especially gratifying to me this evening, when I submitted to the librarian 25 references on this very topic to have him check for me as possessed by the University library nineteen of these references. We cannot expect the school of education to make bricks without straw. And books and apparatus represent the straw. It requires the willing co-operation of the other departments of this University. It is very natural at first for a keen eye of scrutiny to be opened regarding such a new movement as this. In the end it means not the undermining of the other departments of the University, but rather a more solid foundation for them in the theory of education and an extension of their service, for out from these other departments very largely are to come those students who pass into this school. There is no possibility of making adequate teachers, unless there be adequate scholarship, and how shall there be adequate scholarship unless the other schools co-operate? It requires a practice school of secondary school grade, that men may be prepared, and women too, for their work, not merely by observation and lecturing and theorizing, but by actually doing the work under expert, sympathetic criticism. Just as we are coming to require our physicians to have one year of hospital service, so we shall come to require our teachers to have practice in a model school. It requires educational experimentation. It requires exemplification on the part of the members of this teaching staff of the best principles of teaching. They must do and be and not simply tell. It requires the absence of the intellectual deadline which means inability to solve new questions in new ways. It means a healthy distrust of mere formal pedagogy and reliance on the sympathetic insight of the teacher's personality. It requires recognition in the form of a degree based on scholarship in subject, and facility in method, carrying with it a teacher's certificate in this State. And so equipped, it appears to me that our school of education may begin to solve the educational needs of our state. We do not need to ask that faithful seer and chronicler of the University's history, or I may say, of its very life, who assisted not at the birth, but at the rebirth of this institution, in case he should find it expedient at any time to revise his second volume of the History of the University, to include then an account of the dedicatory exercises of this great building.

School of Education in the University of North Carolina, I see you as the fond daughter of a loving mother, standing, walking in the midst

of a happy and prosperous people, recognizing, discovering, and satisfying their educational needs, an agency for the individual and social redemption of a great people, of a great State. Peabody Education Building, noble charity and bearer of a great name, we cannot dedicate thee. Forty years has the work been in upbuilding which thou representest. Not ours to dedicate, but ours rather to consecrate ourselves, which we now do, to the great purposes which thou dost serve.

A WORD FROM THE DEAN

PROF. M. C. S. NOBLE, *Professor of Pedagogy and Dean of the School of Education.*

A large and well arranged building, here at the University, dedicated to, and set apart for the sole and exclusive use in the training of teachers for the public schools of North Carolina, has been the object of my hopes and dreams and efforts ever since I came to the University fifteen years ago. I am therefore delighted at these dedicatory exercises here tonight, and I rejoice at the inspiring presence of you and my fellow teachers, and I thank you for the many kind and helpful words you bring to us from the various fields of your active service. Your help will be needed in our efforts to make this department of real service to you.

Our next and immediate and vital need is a model practice school building, within one hundred feet of this one, in which young men may be given daily practice in the art of teaching and school management under the helpful supervision and guidance of experts who themselves have had actual experience in teaching.

This department is to exist for all time, I take it, in obedience to that clause in our State constitution which says "As soon as practicable. . . . the legislature shall establish and maintain in connection with the University, a Department of Agriculture, of Mechanics, of Mining, and of Normal Instruction."

In the conduct of this department, this mandate of the constitution should be followed faithfully and sympathetically, and not grudgingly or of necessity. Normal Instruction, as commanded by the constitution, should not be disdained or abandoned by us to other agencies in the State.

My belief is that our ideal should be *not* a duplicate of the departments of wealthier institutions with a totally different environment from ours, that we should not adopt as our ideal that which statistics may show to be the average ideal of any selected groups of our sister States, but my belief is that we should make this department one whose sole and inspiring ideal shall be the fruitage of a careful study of our own environment and a knowledge of the pressing and immediate needs of our own people.

I have been told that our General Hoke was once asked why a certain brother general, well versed in the theory of warfare and in the details of many great battles, had lost a battle the day before. Hoke replied "He knows much about war and much about the details of the battles of the great Napoleon, but he failed yesterday because he fought one of Napoleon's battles and did not fight the battle in front of him." Our ideal should be to fight the battle in front of us, and not to fight one of Napoleon's battles.

Our people are asking us for trained teachers for their schools—

shall we send them instead theoretically trained principals and supervisors who have no personal knowledge of that which they would undertake to supervise? Shall we not rather send to them teachers so trained as to justify the belief that they will rise to leadership in all departments of educational service in school and community?

This department has a glorious and an enviable opportunity. No former President of this University ever had so great a field for good before him as ours has. By joining forces with you, sir (State Superintendent Joyner), this University, in its teacher training work, may victoriously break away from the deadening influence of tradition, and become the model and inspiration of those who seek some way of going directly to the school-rooms of the people.

We make the proud boast that we are the head of the educational system of the State, and yet we have to admit that practically half of our children never get beyond the Third Reader. Something must be wrong with the system, something must be wrong with the subject matter of the curriculum and with the teaching force.

It is claimed that not more than one out of every fifty who enter the first grade ever graduates from a college. In other words, only two per cent. of the raw material ever comes out as the finished product of the system.

This loss of forty-nine out of fifty should give us grave concern, for we cannot attribute it wholly to the stupidity or ill health or poverty of the children. We must find some way to stop this great waste. The educational death rate is too great for us to be indifferent to it.

And again, we must not, like the Jesuit, reach out after those only who are college material. The education of the great mass of little ones in the primary schools must be as direct an object of this department's effort as those who are in the High Schools. This department must not be guilty of any aloofness from the work of training men for service in elementary education. It must be ever alert to be the starting point of all things that are good for every grade of public school in North Carolina.

Our alma mater must ever have an arm long enough and strong enough and loving enough to reach to, not only the favored few, but also to the little fellows playing before the cabin doors of the lowly, and lead them to the great heights of all possible service.

While I now speak to you, I have in mind tens of thousands of little straight-haired Anglo-Saxon boys and girls in North Carolina. Some of them are down on the level sandy stretches in the east, some are up on the mountain summits and in the fog-swept coves of the Blue Ridge and Smoky Mountains, and some of them are on the red hilltops of our beautiful Piedmont section and even in sound of our college bells. Practically half of these little fellows stop school before they begin the Fourth Reader. This should not be so. To their education and to the training of teachers for their schools, elementary as well as secondary, I promise to continue to give whatever there is in me of strength and wisdom and service.

THE NORTH CAROLINA HIGH SCHOOL BULLETIN

N. W. WALKER, Editor.

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FIFTY CENTS A YEAR.

NO. 4

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*Therefore, set free the soul alike in all,
Discovering the true laws by which the flesh
Accloys the spirit! We may not be doomed
To cope with scraphs, but at least the rest
Shall cope with us. Make no more giants, God,
But elevate the race at once! We ask
To put forth just our strength, our human strength,
All starting fairly, all equipped alike,
Gifted alike, all eagle-eyed, true-hearted—
See if we cannot beat thine angels yet!*

—BROWNING: *Paracelsus*.

OCTOBER, 1913

GENERAL ANNOUNCEMENT.

THE NORTH CAROLINA HIGH SCHOOL BULLETIN is published quarterly by the University, and will be sent free of cost to superintendents, principals, and high school teachers of the State who may wish to receive it. It is devoted to the building up of North Carolina High Schools. The BULLETIN will publish from time to time, in addition to other matters of interest to high school teachers, pertinent discussions of secondary school conditions, problems, etc., and will endeavor to make itself helpful in whatever ways it can. It will welcome from the school men of the State suggestions looking to its larger usefulness.

The North Carolina High School Bulletin

VOL. IV.

FIFTY CENTS A YEAR.

NO. 4

EDITORIAL COMMENT

A Chat With the Principal

A Forward Look.—The public high schools have opened this fall with the largest enrollment in their history. Many of them are taxed beyond their capacity. From one end of the state to the other come encouraging reports of progress already made and of immediate forward steps contemplated. Every indication points to a most successful year for the high schools collectively. Let's work together to make it the best year yet for each and every particular school throughout the state.

How is it with your school? Are you making any real progress, or merely marking time? What definite progressive steps have you planned to take this year to make your school better and to make it meet more effectively the needs of community life? I am well aware that your class-room duties are heavy and that they absorb most of your energies. I know, too, that there are scores of demands upon the few spare moments you ought to be allowed to call your own. But whatever the demands, take time to dream a little with your eyes wide open. And then,

Do noble deeds, not dream them all day long.

Your work may, indeed, at times seem quite commonplace to you. The salary you are receiving is not at all commensurate with your work. The community does not always appreciate your efforts. But don't let these things discourage or deter you. Better things are ahead. Whether you so view it or not, you are enlisted in a great cause, engaged, in fact, in the greatest single piece of constructive educational work the New South has undertaken. In this connection you will do well to read the inspiring words of Dr. Edwin A.

Alderman, spoken in an address to the students of the University of South Carolina, at Columbia, in 1905:

I do not believe that a nobler blessing can come into the life of a young man who is going to be a serious young man, and a serious old man, and who is going to take a good part in life, than to try to annex himself right at the start of life to some great cause; some big idea that touches men and not himself alone.

That is why I so often thank God, if you will allow the personal allusion, that it was my good fortune upon the very lintels of life to get annexed to a great idea. The blessing did not come by favor or merit. It was a colossal good fortune which came to me out of the dear heavens. I thank God for getting annexed to this great idea of service for the people—all the people, the high, the low, the bond, the free, the rich, the poor, the black, the white. It has helped to put a little splendor into many a gloomy and haggard day in my life, and to give a sort of dignity to hard work when all the heavens seemed black. Therefore, I say to you, try to annex yourself to a cause—put yourself close to some big idea that helps men along; that enriches society, and though you may fail or fall, be sure of one thing: the great cause in which God stands will go marching grandly on and your soul will go marching along with it.

In such a cause are you now engaged; and if you have a vision of the possibilities of the new country life that is to be, you will see something of the task and the opportunity awaiting the country high school at this good hour. It is a task to challenge the best powers of your manhood. And when you come to see that it is so you will find much in the commonplace that will glorify your work and send your soul marching on in a great cause. In your eagerness to do something, however, don't be deceived. Try to avoid catchy fads and frills and endeavor to make some worthy contribution. If you will take one of our plain country high schools and develop it—make it become a really effective instrument for promoting human welfare right about it, you will enroll yourself among the builders of a new commonwealth. The task is not impossible. Ask yourself very seriously this question: What are the definite things I can do this year to make my school render the most service to the community? It may be that you will arrive at an answer that will seem quite radical. If so, proceed according to the dictates of your conscience. In education we are too much bound by tradition anyway. In

whatever piece of constructive work you attempt to carry out let me assure you that you will have the sympathetic co-operation and support of the State Department of Education.

Some Practical Suggestions.—Now one of the fundamental problems to be worked out in our high schools is that of relating our work more definitely to the needs of the community. Our state is an agricultural state. Under our present school law not many of our high schools can become farm-life schools in name though all of them may in reality. I am sure that under the leadership of a wide-a-wake principal a great many of our high schools can secure a few acres of land for demonstration purposes. An enterprising and successful farmer, or a group of farmers, or business men, will sometimes give the necessary land outright. The local Farmers' Union will certainly help. If you don't know practical agriculture yourself, call into service the best talent and experience of the neighborhood.

Last year the Woman's Betterment Association at Jonesboro put domestic science into the school and appointed one of their number to conduct the course. Why isn't this plan practical in a number of places? And can't we get some manual training into our country high schools in the form of farm carpentry, for example? Here again the best talent of the community could be made use of. Of course, such courses might not be conducted according to approved or conventional standards, but they could be made to count mightily in the real education of your boys and girls, and they would open the way for larger things.

If your school building is indecent or inadequate, launch a campaign for a new and modern one; if you need a dormitory, and you certainly do if your school is to grow, get a plan on foot to secure it; if it is local taxation you need, or consolidation, or what not, go after it. Organize a woman's betterment association to help in the campaign. Be able to report progress along some line at the end of the year, if not before.

Records and Reports.—Complete records of the work of every high school should be kept and preserved, and it is the duty of the principal to see that this is done. Keep a separ-

ate register of your high school department, and keep the record in full and up-to-date. This is a matter of importance to the State Department of Education and to your high school as well.

The preliminary report will be called for about November first. Make this report promptly when you receive the blanks for it. Don't delay about this. We hope to get all the preliminary reports in before November 15th this year so certain of the statistics may be compiled before the meeting of the high school principals in Raleigh on November 25th. Again, the state warrant will not be sent out for any high school this year until the preliminary report is received.

Blanks for the Principal's Final Report will not be sent out until about the last of March or the first of April. If your records are properly kept, you will not find the making of this report burdensome. Your County Superintendent will be instructed by the State Superintendent not to sign your voucher for your last month's salary until your final report is duly made out and filed.

Finally.—Get a copy of the High School Handbook and acquaint yourself with the high school law and the requirements of the State Board of Education. By doing this you will have a better understanding of the requirements your school must meet and you will be better able to co-operate with the State officials in administering the law. Several amendments to the high school law were made by the General Assembly last spring, and these will go into effect this year. The amended law is printed in full in the Handbook. Whenever you are in doubt as to what course to pursue in any given case, write to the State Superintendent or the High School Inspector for instructions. You will always find the State Department of Education ready to extend to you any courtesy it can, to render you every possible assistance, and to support you in every forward movement.

High School Principals to Meet in Raleigh

This fall there is to be held in Raleigh a great meeting of the public high school principals. This one big meeting is to take the place of the division meetings usually held each

year in the five districts of the state. It has been thought wise to abandon the district meetings just for this year in order to hold one big state meeting. Next year the district meetings will be resumed whether the state meeting is continued or not. This is a matter that will be left largely to the principals themselves. The five divisions will each hold at least one session during the state meeting this fall for the purpose of discussing their local problems and arranging for their district contests to be held in the spring.

The conference will meet on Tuesday, November 25th, a day in advance of the State Teachers Assembly, and it will remain in session two days. Opportunity will be given everyone present to attend the general meetings of the Teachers' Assembly. Also there will be an opportunity for all to attend the meetings of the Department of High School Teachers and Principals of the Assembly. This department is getting up a program that is especially attractive this year. However, the state meeting of public high school principals will be through with its work by the time the Teachers' Assembly gets down to business, and the principals will not be required to remain over for the Assembly if they do not wish to do so.

The rural public high schools of the South have the biggest task to perform of any part of our educational system, and, too, they have the biggest opportunity for upbuilding and enriching our rural life that was ever vouchsafed to any school system. They are already doing a good job but the time is at hand when they must free themselves from the tyranny of certain ancient educational notions, look squarely and frankly at present-day conditions about them, and rise with a new vision and new strength to meet the demands of a rural civilization. I, for one, am confident that we are ready for an advanced step in secondary education and I know that many high school principals are waiting patiently to take it. A number of forward looking plans and progressive steps will be proposed and discussed at the Raleigh meeting.

The programme will be mailed to every public high school principal just as soon as it is ready. The High School Inspector who is arranging the programme and the details of the meeting will welcome suggestions from the principals

as to topics they would like to have brought up for discussion. The meetings will be full of interest and inspiration. Begin now to lay your plans to be present. This will be perhaps the largest gathering of secondary school teachers ever assembled in the state. Let us hope that every rural high school principal will be present when the meeting is called to order.

The State Warrants

The state warrants for the public high schools will not be ready to go out until after November 30th. And even after that date no warrant will be sent until the committee has deposited with the county treasurer the part of the high school fund raised from local sources and the treasurer has so certified to the State Superintendent of Public Instruction. Committees should remember this and arrange to put up the local funds promptly so that the principal and high school teachers can be paid without delay at the end of each school month. Sometimes it happens that high school principals are put to no little inconvenience because of the sheer neglect of committeemen in this particular. This should not be so. Again, the warrant will be held back this year until the principal's preliminary report is in.

The Amended High School Law

In the April number of the BULLETIN attention was called to the changes in the public high school law which were made by the General Assembly last spring. Every principal and high school committeeman would do well to read carefully the amended law. Superintendent Joyner decided not to apply the new law in making the apportionments for the current year, as it would hardly be fair to the high schools to do so, but to put them on notice for a year and then make the apportionments next year in accordance with the new requirements. There are three important changes in the law that should be noted especially: (1) schools that fail to run for at least seven months will no longer be eligible to receive an apportionment from the state: (2) apportionments will be made hereafter mainly on the basis of attendance;

(3) high schools in towns of more than twelve hundred inhabitants, that are open to students of the county, under the provisions of the high school law, will be required to make the necessary average attendance from outside the local district. It would be well for each high school principal to call the attention of his committee to such of these requirements as would likely affect his school, especially the second one.

Mr. Hammer's Gift to Sylvan High School: A Precedent Worthy of Emulation

IN Massachusetts, it is said, a self-respecting citizen is ashamed to die without bequeathing to Harvard University some part of his estate. The saying simply indicates a state of mind, the prevailing attitude in New England regarding higher education and the esteem in which institutions of learning are held. In the South, barring a few brilliant exceptions, we have developed no such attitude that has manifested itself in any tangible way. When a man, therefore, in the midst of a busy career, turns aside to make a substantial gift to a public high school his act not only attracts our attention in a pointed way but evokes our admiration and generous praise. It establishes a precedent that is worthy of emulation. Some day we shall come upon the time even here in North Carolina when substantial bequests by patriotic citizens to their local public high schools will not be uncommon.

I wonder if there are not now here and there about the state some citizens of vision who are contemplating making similar donations or bequests to public high schools. What better way can one imagine to perpetuate his memory in a worthy fashion? Not many could give as handsomely as Mr. Hammer has done, but legion is the number who could give a dormitory for the deserving boys or girls of the county, or endow the library, or put in equipment for domestic science, or give a farm in connection with the school for agricultural purposes, or devise some way of giving students without means a chance to work their way through school. There are scores of purposes for which gifts could be made to the high schools advantageously; there are ways of so

giving as to pauperize the school. But there appears to be no immediate danger from this cause. Everyone who is willing to give for educational purposes whatsoever today belongs to the immortal roll of those who love their fellowmen.

I asked Superintendent J. B. Robertson, of Alamance County, to give me a short account of Mr. Hammer's gifts to the Sylvan High School. His statement written last July follows:

Mr. Isaac Hammer, of Bucklin, Kansas, who sometime ago gave in a deed of trust 640 acres of Kansas land valued at \$30,000 to Sylvan School in Alamance County at Snow Camp, has also given \$500 to the school for next year and will give \$200 a year for four more years to follow, if he should live that long. All these gifts are made in honor of his wife, a Miss Allen, who was reared in the Snow Camp community and educated at Snow Camp Academy.

The patrons and friends of the school have built an \$8,000 two-story brick building and are planning an excellent school. The trustees for the Hammer fund have purchased a handsome 90-acre farm adjoining the school grounds. This school has had local tax for ten years. It is now the intention of the school, with a recent enlargement to the district, to put in a complete elementary school of seven grades and a full four-year high school course with several industrial departments.

Every County Must Make an Apportionment to Each of Its Public High Schools

Last spring State Superintendent Joyner instructed the County Boards of Education throughout the state to include in their estimates for a four months' school term a county apportionment for each public high school equal to the amount received from the state. Did your county Board of Education follow Superintendent Joyner's instructions, and did your county commissioners accordingly make the levy for the high schools? Will you try to find out whether they did or not; and if not, why? This ruling may affect your school or it may not. You can tell by referring to the latest published report of the High School Inspector.

Here are the facts and figures for the state based upon the latest published report. These are for the year ending June 30th, 1912. (The statistics for the year ending June 30th, 1913, have not been compiled. They would not in this particular differ much, however, from those for the pre-

ceding year). You will recall, of course, that heretofore, a county that has had to get aid from the state in order to run its schools for four months has not been required under the regulations of the State Board of Education, to make an apportionment to its public high schools out of the general county fund. A few counties, however, that might have been exempt under this provision have regularly made apportionments to their high schools and have included them in their estimates for the four months' term, as all are now required to do. For the year ending June 30th, 1912, there were 72 public high schools in 41 counties that did not receive any county funds at all for high school instruction. The state apportioned that year to these schools the sum of \$23,925. There were 23 other schools in 15 counties that received from the county funds smaller apportionments than the state contributed. The difference between what the counties apportioned to these 23 schools and what the state apportioned to them was \$4,552.66. Adding these amounts, we get a total of \$28,477.66, the increased amount the counties would have contributed for high school instruction under the present ruling. This is a matter that is worth looking into for a number of public high school principals and committeemen. Talk this matter over with your County Superintendent.

Superintendent Joyner's letter to the county boards, dated May 29th, follows:

Every county must now apportion to each of its Rural Public High Schools an amount equal to that received from the State for that high school, and these amounts must be included in the Estimate for a four months school term and the tax levy therefor.

Heretofore, no county having less than a four months school term has been required to make any apportionment out of the General County Funds for the maintenance of its Rural Public High Schools on account of the method of apportioning the second hundred thousand dollars; but under the new law and amendments it will be necessary for every county having one or more public high schools to make to each high school an apportionment out of the general county fund, equal to the high school apportionment made by the State. Your attention is therefore called to the necessity of including in your estimate for a four months school in your county these required apportionments for your rural public high schools.

These schools are made by law an integral part of the county public school system, and the one-third of the funds required of the

county for their maintenance is a part of the necessary expenses for a four months term in the schools of the county, and must be included in your estimate and levy.

As there was no increase in the state appropriation for public high schools by the last legislature, and as reports indicate that practically all the established rural high schools have complied with the conditions of the law as to attendance, etc., during this year, it will probably not be possible for the State Board of Education to make any increase in the high school apportionment from the state appropriation, or to establish any new rural high schools this year. Your estimate, therefore, of the amount to be apportioned to your high schools out of the County School Fund and included in your estimate of expenses submitted to the County Commissioners should be based upon the amount received from the State apportionment for your rural high schools last year. If you have not already included these required apportionments from your County Fund to your rural high school in your estimate to be submitted to your County Commissioners on the first Monday in June, *do not fail to correct that estimate on or before the first Monday in June*, even if you have to appear before the commissioners on that date for this purpose.

Do not forget that your estimate and levy must be sufficient to provide the entire amount needed for a four months school in every district, instead of one-half that amount as under the old law.

Remember, also, that your county can not receive any part of the State Equalizing School Fund, under the Six Months School Law, until it shall have complied with the requirements of that law for providing a four months school term in every school district; so be sure to make your estimate and levy sufficient.

Fred Yoder and His Social Survey

Fred R. Yoder, principal of the Garland Public High School, in Sampson County, is making a social survey of his high school community. He is doing this under the direction of and in co-operation with the College of Agriculture of the University of Wisconsin. Incidentally, this piece of work will count towards a master's degree; but more important than that, it will give Yoder a new insight into the social life with which he has to deal and a better appreciation of the real educational resources of his community.

In passing, I may add that the Extension Committee of the University of North Carolina has plans on foot to encourage such work generally among the high schools of the State. Definite announcement of this particular phase of

University Extension will be made later. The University will furnish expert direction and such other assistance as may be needed in this matter. In the meantime, any principal who is interested in this would do well to read Hart's "Educational Resources of Village and Rural Communities," recently published by the Macmillan Company.

GEOGRAPHY FOR HIGH SCHOOLS

BY JOHN E. SMITH, *University of North Carolina*

In addition to the introduction of field and laboratory methods of instruction, the subject matter of this branch has also undergone revision, and as a result, the former physical geography has become a basis or foundation and the industrial, commercial, and agricultural phase of the subject have been given a position of major importance as a superstructure built upon it. With the advent of such texts as "Elements of Geography," by Salisbury, Barrows, and Tower, their later book, "Modern Geography," and Prof. Chas. R. Dryer's "High School Geography," the emphasis has been shifted to those topics that are most closely related to the welfare of man.

The modern teacher of this subject begins the study of man in each of his relations to plants, animals, and the earth, in his home life in the vicinity of the school (field work in home geography) and gradually extends it until it includes all natural provinces of the state, of the continent, and of the globe. In this enlargement, he uses specimens of soils and their products, raw materials, and manufactured articles from beyond the borders of his locality, also books, booklets, maps, charts, globes, pictures, and all kinds of apparatus and equipment as a substitute for the heavy expense of extensive travel. The student is kept constantly observing the conditions in nature and working with natural things as far as possible. Beyond this limit he uses the above mentioned and other substitutes for the natural. Under the direction of his instructor, he is continually comparing, thinking, reasoning, discovering, and is seldom, if ever, told anything that he can be led to learn by his own efforts.

It is hoped that the following suggestive exercises and notes will help many teachers in their work in this subject:

EXERCISE 1**HOME CLIMATE**

1. Make the following records on a clear, dry day and later on a moist, cloudy one. Repeat during other seasons. Compare and explain.
2. Take temperature of surface soil and of the air six inches from

the ground, also ten feet or more above it on the north side of the house near the building; record temperatures in similar positions on the south side. Explain differences.

3. Record the temperatures at the surface, and at the same distances from it as above, on a dusty road. On a baseball field. On an area of rocks. On a grassy sod. On a plowed field. Account for differences.

4. Find the temperature on a surface at right angles to the sun's rays and on one of the same material in another position. Explain.

5. Make a list of temperatures of running water in the sun and at night. Of stagnant water under both conditions. Compare and explain.

6. Compare wind and still (dead) air as in 5. From this explain the apple growing areas at higher altitudes in western North Carolina.

Evaporation

7. Fill with water a cylindrical can of small diameter, and pour this into a broad shallow pan. Fill it again and place the two side by side in the open air on a dry, windy day. When the water has evaporated in the pan, determine (by measuring depth) what part of that in the can was lost.

8. Find the number of square inches in the exposed surface of the water in each vessel and compare with the result obtained in 7.

9. Put equal amounts of moist soil about a foot apart on a wide board in the yard. Cover one with a pan. Which dries more quickly? What collects in the pan? Where did it come from?

10. Place the inverted pan on the ground and let it remain over night. Examine. How is dew formed? Does it fall or rise? From what?

Plants

11. How do soils and plants on a north hillside differ from those on a hill sloping to the south? Why?

12. On which side of the trunk of a tree do plants grow most abundantly on the bark? Explain this difference in climate.

13. What differences do you find in the kinds of plants growing on the opposite sides of a tree trunk? Why do these differences exist?

14. Find and learn to know plants that grow only in water. Near the water. In dry soil. In stony or gravelly places. In a deep, shady wood. Where does the ox-eye daisy grow?

15. Make and explain various other similar comparisons.

Weather Record

16. Make daily observations and tabulate results as follows: direction and intensity of wind; clear or cloudy, kinds of clouds; temperature at 7 to 8 A. M. and 3 to 4 P. M.; rain or snow (amount if possible), fog, dew, frost, etc.; relative humidity; air pressure.

17. After several weeks get the temperature and humidity every hour for a few days.

18. At various times compare the above record with a weather map to learn the relations of local weather conditions to the "High" and "Low" pressure centers.

19. From these and further observational studies and experiments, enumerate and explain the similarities between morning and spring. Midday and summer. Evening and autumn. Night and winter.

20. What very small areas in your home vicinity are similar to parts of the Hot Belt? How? Why? To part of the North Cold Cap? How and why?

EXERCISE 2

SOILS (field work)

1. Make a sketch of a river bank, railroad cut, or wall of an excavation. Show depth of surface soil (dark colored from plant decay), subsoil, layers of clay, sand, or gravel, fragmental rock, and solid rock.

2. Record temperatures of a sandy soil at the surface and six inches below it. A clay soil. A stony or gravelly soil. Take temperatures of each in a well cultivated field. In a dry, cloddy one.

Location and Fertility

3. Observe the soil on a floodplain near the bank of the stream. Is it coarse or fine? Sand, clay, or mixed? How does it change in component parts with increase of distance toward the valley wall? Why?

4. How does the soil of the hillside compare with that of the valley in color, depth, and kind of material? With that of the upland?

5. How could the ditches and gulleys be filled and the forming of others prevented?

6. Which of these soils holds moisture better after a rain? In continued dry weather? Why?

7. What plants that grow naturally in the valley do not grow on the hillside? On the upland?

8. Which of these soils produces the greater amount of natural vegetation per acre?

9. Compare them as to kind and quantity of product under cultivation?

Classification

10. Find in the field the rocks (and derived soils) located on the geological map of your area and procure samples of each kind or type.

11. From the U. S. Soil Survey map of your county and from the report accompanying this map, identify the soils of your vicinity and collect and label samples of each.

12. Ascertain what crops are grown on each soil and whether each is best adapted to it.

13. What changes should be made to increase the profits of the farmer?

EXERCISE 3

LOWER COASTAL PLAIN OF NORTH CAROLINA

1. What factors determine the location of each town or city?

2. What places are of historic interest?
3. Why have important events occurred at each of these points?

Transportation

4. What rivers are a mile or more in width? What places in this area are reached by steamboat? By sailing vessels?
5. Account for the location of the landings.
6. What is the relation of the main roads to the direction of the larger streams? How far are they from them? Why? Is the kind of road indicated?
7. From where to where do the tramways extend? Why are they necessary?
8. What factors have determined the location of the railroads?
9. Compare the length of waterway and railway in this area. Where does navigation predominate over railway traffic? Why?

Industries

10. To what industry does the tramway owe its existence.
11. Which industries are dependent, wholly or in part, on waters? On land? State two precautions necessary in developing each? (See Economic Papers, No. 20 and 24, N. C. Geol. and Economic Survey).
12. Where are their products manufactured or sold?
13. How will this area be affected by the new harbor at Cape Look-out? By a deeper inland waterway?

Artificial Drainage

14. What parts of this area are drained by cut ditches? Find the fall per mile (gradient) in the longest ditch shown on this map (measure between contours crossed)?
15. How many areas of swamp or pocoson in this quadrangle can be drained with the same gradient? (See Economic Papers No. 26 and 31, N. C. G. and E. S.)
16. Find the number of dwellings per square mile in the pocosons and swamps. In the artificially drained areas.

Answer above questions for each of these quadrangles (U. S. Geological Survey):

Vanceboro, N. C.
Edenton, N. C.
New Bern, N. C.
Parmele, N. C.
Williamston, N. C.
Hertford, N. C.

Ayden, N. C.
Winton, N. C.
Chocowinity (Wash'ton) N. C.
Trent River, N. C.
Winterville, N. C.
Beckford, N. C.

EXERCISE 4

GEOGRAPHY OF HOME AREA (Use County Map U. S. Soil Survey)

1. In what part of North Carolina is this area located?
2. Make a list of things the map shows. How is each indicated?
3. How many miles equals one inch on this map?

Population

4. What are the chief cities and towns in this area? Give the population of each.
5. What is the distance between two of the larger ones?
6. In what township is each city located? Find the location of your home.
7. In what part of the rural districts are the houses most numerous? Where are they farthest apart? Why?
8. How many residences per square mile in each area found in 7? How many inhabitants?
9. How do these areas differ in distance from city or town?
10. What kind of soil has each? What crop is best adapted to each soil?
11. What is land worth per acre in each? Why?

Products

12. What are the farm products of this county? What soil is best for each product?
13. Does the land yield well or poorly? Why? Are fertilizers used?
14. Has the land been irrigated or drained? Why?
15. Where are these products sold? Where manufactured? Where used?
16. What building materials are used here? Where are they obtained?
17. What other occupations and industries are common here?
18. How are their products used? Where?

Transportation

19. What railroads cross this area? To what large cities do they lead in each direction (See map of state or U. S.)?
20. Do the wagon roads follow the streams or keep away from them? Why?
21. From where to where do they lead? Where are the houses located?
22. Which of these are "good roads?" Give sources of materials used in their improvement.
23. What length of river is shown on this map (use string)? How far is it navigable? Why?
24. How many mills along it? What do they produce? Why located here?
25. What cities are located on the river? Why?
26. At what places in this area have important historical events occurred?

EXERCISE 5

PORTS AND HARBORS

1. Which of those listed below are river or sound (fresh water) ports? Which are reached by sailing vessels?

2. Is the harbor a natural or an artificial one? Give the depth of water?
3. What is the width of estuaries, bays, etc., leading from the harbor? What is the distance from the open sea?
4. Would the shape of the harbor produce tidal currents? How?
5. What determines the size of vessels entering it?

Improvements

6. What is the length of the jetty, breakwater, or dredged channel?
7. What do their locations indicate concerning the direction of currents, storms, etc.? Give their uses.
8. How many miles of wharf are built along the water front?
9. Find the quays. Of what use are they?
10. What developments are taking place at Cape Lookout?

Commercial Relations

11. What important railways lead to the harbor?
12. What steamship lines reach it? What are the principal ports for which vessels are cleared from it?
13. With what inland cities is it directly connected by rail?
14. Give the location of the earliest settlements near the harbor?
15. Why have important cities grown near but not at these places?
16. At which of these points have important historic events occurred?

Answer the above question for each map named below:

Quadrangles, U. S. Geological Survey

Baltimore, Md.
 Washington, D. C.
 Richmond, Va.
 Norfolk, Va.
 Edenton, N. C.
 Chocowinity (Wash'ton) N. C.
 New Bern, N. C.
 New Orleans, La.
 East Delta, La.

Charts, U. S. Coast and Geodetic Survey

No. 150—Wilmington, N. C.
 No. 188—Mobile, Ala.
 No. 420—Beaufort, N. C.
 No. 421—Cape Lookout, N. C.
 No. 428—Georgetown, S. C.
 No. 431—Charleston, S. C.
 No. 440—Savannah, Ga.
 No. 520—Galveston, Texas.
 No. 577—Jacksonville, Fla.

EXERCISE 6

INLAND WATERWAYS

"Inside Route Pilot, New York to Key West, 1912."

1. What waters are traversed by the present inland route between New York and Philadelphia (Chart No. 1)? Between Philadelphia and Norfolk?
2. Which is the shorter route between Norfolk and Beaufort (use scale of miles on Chart No. 3)? What is the distance? How many miles of cut ditch in each?

3. Find the maximum and minimum depth of water along each route.

4. Why is a canal necessary between Pamlico Sound and Beaufort (I. R. P., p. 18)?

5. How many lights are placed along each route? Where and why at these locations?

6. What is the width and depth of water in each canal (I. R. P., p. 14, 15)?

7. Find the number and location of locks in each? What is the maximum size of vessels admitted? The small tide lock in the A. and C. canal is seldom used. This waterway was recently purchased by the government and opened for the free use of the public May 1, 1913.

Tides

8. What is the height of rise of tides at Beaufort (I. R. P., p. 18, 19)? What is the speed of tidal currents here?

9. What tides occur in the sounds of eastern North Carolina (I. R. P., pp. 15, 16, 17)? Are these waters fresh or salt?

10. How and where do the north winds affect tides and currents in the sounds? Winds from the south? East? West?

11. How much do the tides change the depth of navigable waters in Bogue Sound and New River Inlet (I. R. P., pp. 23 to 25)?

12. What is the depth of water at high tide in New Topsail Inlet (I. R. P., p. 26, see also Soil Map of New Hanover Co., N. C.)? In Wrightsville Inlet? In Corncake Inlet?

Uses

13. What is the number of Life Saving Stations between Cape Henry and Cape Lookout (Chart 3)? How many along the same length of coast south of Cape Lookout?

14. What does this indicate concerning the "Perils of Hatteras"?

15. To what are these losses chiefly due, that would be avoided by the use of an inland waterway? (See speech of Prof. Collier Cobb, Proceedings, Annual Convention of Atlantic Deeper Waterways Association, 1908, pp. 159-164, also those of Hon. J. H. Small in these reports).

16. From what cities in North Carolina do vessels go thru the canals via Norfolk? With what are these ships loaded? How do sailing vessels pass thru the canals?

17. To what cities do they go? What do they bring back from each?

18. What commerce is carried on via Beaufort?

19. How will the construction at Cape Lookout affect the commerce of North Carolina? The completion of the Panama Canal?

EXERCISE 7

SOUTHERN STATES

(Use booklets obtained free)

1. From booklets on Alabama (or other states), make a complete list of products and classify them.
2. On a large outline map of the state (drawn by the student in note book) write the names of the products in the provinces (Coastal Plain, Piedmont, Mountain) which produce them.
3. On a blank map of United States (weather map cut from daily newspaper) shade the areas that produce rice, sugar, cane, oranges, etc.
4. In a similar way locate the areas of various manufactures in the Southern States.
5. Locate, as above, the principal railroads and steamship lines connecting at each important harbor or port.
6. Draw the navigable rivers on a blank map. (In detail.)
7. On a blank map draw, in one color, the drained areas of the Southern States? In another color on the same map, the areas that need draining.
8. On a large outline map of the Southern States (drawn by student), carefully shade the areas in which alfalfa, clover, cow peas, soy beans, etc., are produced.
9. In a similar way locate the areas in which garden truck is grown in quantities of commercial value.

BOOKS, BOOKLETS, MAPS, ETC., OBTAINED FREE

Request booklets, folders, maps, and literature for home-seekers from the following:

Southern Railway Co., Land and Industrial Agent, Washington, D. C.
Mobile and Ohio Ry., Agricultural Agent, Mobile, Ala.

Atlantic Coastline Ry., Agricultural and Immigration Agent, Jacksonville, Fla.

Seaboard Air Line Ry., General Passenger Agent, Norfolk, Va.

Chesapeake and Ohio Ry., General Passenger Agent, Richmond, Va.

Norfolk and Western Ry., General Passenger Agent, Norfolk, Va.

Norfolk Southern Ry., General Industrial Agent, Norfolk, Va.

Southern Pacific Co., General Passenger Agent, New Orleans, La.

Missouri, Kansas, and Texas Ry., Industrial Agent, St. Louis, Mo.

Union Pacific Co., General Passenger Agent, Kansas City, Mo.

Northern Pacific Co., Immigration Agent, St. Paul, Minn.

Manager of the Commercial Club, Vicksburg, Natchez, Miss.:

Galveston, Houston, El Paso, Fort Worth, Texas.

New Orleans, Baton Rouge, Lake Charles, etc., La.

Oklahoma City, Muskogee, Okla., Topeka, Kans.

Augusta, Macon, Columbus, Savannah, Ga.

Jacksonville, Gainesville, Tampa, Pensacola, Fla.

Denver, Colo., Boise, Idaho; Spokane, Seattle, Wash.

Portland, Ore., Red Bluff, Los Angeles, Calif.; and other places in these and other states.

Mount Airy Granite Corporation, Mount Airy, N. C. (booklet).

Southern Power Co., Charlotte, N. C., and Carolina Light and Power Co., Raleigh, N. C. (maps of transmission lines).

Hon. Elias Carr, Secretary of State Board of Agriculture, Raleigh, N. C.

Dr. Joseph Hyde Pratt, Chapel Hill, N. C. (list of free publications of the N. C. Geol. and Economic Survey).

Prof. Collier Cobb, Chapel Hill, (free use of films and negatives for making photos and lantern slides, and for reprints of his numerous articles on North Carolina).

Prof. N. W. Walker, Chapel Hill, N. C., (for N. C. High School Bulletin, April, 1913, containing laboratory exercises on weather maps, minerals and rocks, field work, artificial drainage in North Carolina, and on the natural provinces of North Carolina).

U. S. Forest Service, Washington, D. C. (Forest maps of North America).

U. S. Coast and Geodetic Survey, Washington, D. C., (for "Inside Route Pilot, New York to Key West, 1912," and tide tables, 1913).

U. S. Dept. of Agriculture, The Editor and Chief of the Division of Publication, or to Senators, or Representatives in Congress, Washington, (for soil maps as follows: Statesville Area, 1901; Hickory Area, '02; Mt. Mitchell Area, '02; Asheville Area, '03; Craven Area, '03; Norfolk, Virginia, Area, '03; Perquimans and Pasquotank Area, '05; Lake Mattamuskeet Area, '09; Alamance Co., '01; Duplin Co., '05; Chowan Co., '06; New Hanover, '06; Transylvania, '06; Edgecombe, '07; Henderson, '07; Caswell, '08; Robeson, '08; Gaston, '09; Pitt, '09; Scotland, '09; Cabarrus, 1910; Mecklenburg, 1910; Granville, 1910).

U. S. Weather Bureau, Section Director, Raleigh or Charlotte (daily weather map for the school).

Department of Commerce, Washington, D. C. (U. S. Consular Reports).

Congressman John H. Small, Washington, or Hon. J. Hampton Moore, Crozer Building, Philadelphia (literature on inland waterways).

U. S. Geological Survey, The Director, Washington, (Index to Atlas Sheets, Southern Appalachian States free; harbor and other quadrangles, 10 cents each postpaid, or 6 cents if 50 or more are ordered at once).

Central Scientific Co., 345 W. Mich. St., Chicago (catalog of apparatus for agriculture and geography).

U. S. Coast and Geodetic Survey (Harbor Charts cost as follows, postpaid): No. 150, 50 cents; No. 188, 50 cents; No. 420, 25 cents; No. 421, 20 cents; No. 428, 25 cents; No. 431, 50 cents; No. 440, 50 cents; No. 520, 15 cents; No. 577, 50 cents.

Wilmington *Star*, Progress Edition of June 10, '13 (8 cents post-paid), and special editions of other daily papers.

COMMON ERRORS IN FRESHMAN ENGLISH

BY JAMES FINCH ROYSTER, *The University of North Carolina*

Before the English section of the High School Conference, held at the University of North Carolina, May 1-3, 1913, I made an informal report upon the errors that appear most frequently in the themes of freshmen in the University of North Carolina. My primary purpose in calling attention to the freshman's common errors in English was to plead for even more emphatic high school instruction in the fairly simple matters of English composition; and, until these details have been thoroughly taught, for less of instruction in the beauties of style, in figures of speech, and in the lives of well known English authors; or, at any rate, for greater co-ordination between instruction in these matters and accuracy in expression. in the case of spelling, I tried to show that it is better that the teacher should spend a week, if a week is necessary, in teaching a pupil that there is one and only one *c* in *necessary*, and that there are two *a*'s in *separate* rather than that the instructor should spend ten minutes in making the student's spelling of *obsequious* and *cataclysm* sure. In the case of punctuation, is it not preferable that the freshman never use a comma where he should use a period than that he should sometimes handle the semi-colon correctly?

At the May meeting I did not present any detailed exhibit of the errors most frequently found in the approximately eight thousand themes written by the class that entered the University of North Carolina in the fall of 1912. Actual specimens of these errors I am publishing here in the hope that a classification of these mistakes, and illustrations of them drawn unaltered from the themes, may aid high school teachers in learning just what errors their pupils are in the habit of making after they have become college students. I have taken pains to give no illustration of errors that were found only here and there and that may justly be called "slips." I have given only those errors that, through their frequency of occurrence, may rightly be considered repre-

sentative. I have not furnished, of course, instances of all the offences against the English language found in our freshman themes. The list is, I am confident, fair; but it is not at all exhaustive.

Reverence for accuracy and passion for clarity of thought and expression are not qualities the teacher expects to find widespread among last year's high school graduates—this year's college freshmen. As a means of calling attention to the most obvious sins against accuracy and clarity I have no fear of the bad example. I believe, however, that the horror of ten thousand bad examples and the inspiration of an equally large number of good specimens will of themselves neither deter the pupil from making mistakes nor encourage him to write clearly unless the pupil whole-heartedly wants to learn the niceties of sentence structure and the relation between punctuation and thought. He will genuinely wish to learn these things only when he develops a desire to express himself. This desire will seldom come to him until he is led to write about something in which he is interested. Do you expect the ordinary high school student to take great care about the construction of his sentences or the fulness of his punctuation if you ask him to express his ideas about the Laocoön group, the grandeur of mountain scenery, or the romantic qualities of Burn's verse?

SPELLING

Ridiculous, all right (alright), lose (loose), athletic (atheletic), separate, parallel, meant, (ment), pursue, privilege, laboratory, existence, disappoint, opportunity, referring, too (to and too frequently confused), studied, principle, principal, preparation, precede, government(government), whether (wheather), apparatus, curriculum, argument, similar, develop, development, embarrass, until (untill frequently), occurrence, manual, proceed, horse's (omission of the apostrophe), absence, celebrate, height, business, prepare (prepair), affairs, necessary, warrant, doesn't (dosen't, doesnt), disappear, belief, whipped (whiped), courageous, dying, together, succeed, speech (speach), football (foot ball, foot-ball), sentence (sentance), referred, invite (envite), 'til, holiday, o'clock (oclock), ought (aught), there (their), their (there), its—possessive neuter pronoun—(frequently, it's).

WORDS

Lay for *lie*; *lie* for *lay*; *sit* for *set*; *set* for *sit*; *borned* (*born*); *professionism*; *nice* for every good quality that a person or thing may possess; *up* as an intensive suffix for almost every verb in the language (*open up*, *frozen up*; *close up*, etc.); *done* for *did* (twice); *origination*.

IDIOM

Remember of; hustled together ("In the scrimmage the players hustled each other together"); of a Sunday; responsibility for ("He put the responsibility of war for the next president"); *in* for *into* (He fell in the snare"); in conflict to; arrives to; horror for.

PUNCTUATION

1. *Initial phrases improperly set off by commas.*
With long paragraphs, punctuation is necessary.
To me, it seemed wrong.
On the tenth of the month he died.
2. *Failure to set off by a comma initially transposed words, phrases, and clauses.*
Furthermore I wanted to come to the University because of its high standing among the colleges of the country.
When he went away I could no longer stay here.
In order to pass my courses I realized that I must work.
3. *Restrictive clauses improperly set off by commas.*
He was the same man, that I talked to yesterday.
4. *Failure to set off by commas non-restrictive clauses.*
John Smith who knew me when we lived in Henderson no longer recognized me.
5. *Failure to separate co-ordinate clauses by commas.*
He and I went together but I had to come back alone.
This happened two weeks ago and I have yet to hear from him.
6. *Uncertain use of the semi-colon.*
It happened about eighteen months ago; while I was in New York on a visit; and at the National Theatre.
7. *The almost total neglect of the question mark after an interrogative sentence.*

GRAMMAR

1. *Lack of agreement between subject and predicate.*
The different stages of the game was very exciting.

There is certainly no attractions here to keep your mind away from the text book.

Of course every person with whom we are acquainted have their faults.

2. *Omission of the possessive form before nouns in -ing.*

The game started by Carolina making four runs in the first inning.

I was not aware of him being there.

3. *Adjective for adverb.*

The vote was not near as close as was expected.

You sure have been faithful to me.

4. *Double negative.*

One can spend a year in a large college and at the end of the term not know but a very few of the students.

Not but very few went out to private families to sleep.

5. *Illogical use of reference words.*

Everybody rose on their tiptoes.

Anybody can take their choice.

6. *Indefinite use of reference words.*

While I was waiting for them to hand out the examination, I became rather nervous.

I had studied everything that was given carefully, but they were much harder than I expected.

SENTENCE STRUCTURE

1. *Failure to separate sentences with periods ("comma blunder").*

For instance, in this particular book we may like "Marse Chan," and not like "No Haid Pawn," this however is not the case, because we like the book as a whole, therefore must like all the stories in the book.

Charlotte is a nicely situated city and has extremely mild climate, and for this reason it is a summer resort to some extent.

2. *Punctuation of clauses and phrases as sentences ("incomplete predication").*

When in the case of Jacob and the birth-right.

Because it is the thirteenth theme, the thirteenth of the month, and the thirteenth year of the twentieth century.

The custom which was established about 1905 and carried out by the Junior Class every year thereafter until this year.

3. *Unnecessary predication (abundant use of relative clauses).*

In every event which was scheduled there were one or sometimes more freshmen.

This movement is one which comes in contact with the students of the high schools of this state.

4. *Lack of sentence unity through: (a) incessant use of and and so (illogical co-ordination); (b) "tagged" which- and when- clauses; (c) "tagged" participial phrases; (d) illogical subordination.*

(a)

Their crowd soon increased sufficiently to satisfy their needs, and one of them began ringing the bell.

"Life" is very democratic and greatly admires Mr. Woodrow Wilson.

There was a large tree to represent it and this was the place for the executive committee to meet to execute their business.

There was a feed going on in the room which he wanted to go to, so we wasted about an hour and a half there.

Dancing is an ancient custom handed down from our forefathers so it is useless to try to do away with so highly esteemed custom among our boys.

(b)

The streets had to be laid off to follow the contours of the slopes, which gives the streets an easy grade for all kinds of traffic.

I try to avoid using short, choppy sentences, which I don't succeed in doing.

After paying out all my money to the Bursar I then went to Dr. Wilson's room, where he gave me my registration card and chapel seat number.

(c)

Besides the money he makes, he will come in contact with the working class of men, thereby getting experience.

And this made the story a little farfetched, causing it to be uninteresting.

(d)

Friday night I was sitting in a window of the South Building, when I noticed a crowd of fellows gathering around the well.

We were riding along very slowly, when I was suddenly almost thrown over the front seat.

5. *Shift of construction.*

Then I shall be free to do as I like, which will be to go over to Morehead and in going surf-bathing in the evening and in dancing at night.

Mornings when he comes to work the first thing to be done is to dust the military arms.

6. *Incomplete reference.*

There are some things in the *Literary Digest* that appeal to me more than any other magazine.

I like the study of Latin better than French or German.

7. *Ellipsis.*

The summer vacation of a college boy should be what he cares to make it or is able to.

Care is also taken that too much water is not allowed to get into the juice while in the process of manufacture.

SPECIMEN THEMES

I add to this list of errors two specimen themes. The first of these ("My Dog") is a good example of what a theme should not be. The second ("A Gentleman of Aristocratic Tendencies") is above the average of freshman composition.

I

MY DOG

I have never seen a dog like him before. He is pure white except one eye which is black as night; his hair is short and hard; his body is thick set, more so than most bull dogs. His weight is sixty pounds at least; his head is blunt with a coal black muzzle, and his mouth blacker; he has a set of teeth which alone is enough to scare one without considering his other faculties. His ears are trimmed like those of a "Boston Bull," and his bud of a tail is about as wide as long.

He now holds the record of all the dog in town for fighting and is a splendid watch dog. Rex, to those who know him, is as gentle as a lamb and playful as a fice.

He has one characteristic in which I have never seen him equaled, that of eating.

II

A GENTLEMEN OF ARISTOCRATIC TENDENCIES

I used to see, and as yet I have the pleasure of seeing, F. Edgerton semi-occasionally. Our unintentional meetings occur sometimes on class, sometimes on the street. I remember seeing him last fall for the first time on Dr. Zorn's class. He was seated on the front seat immediately before the professor's intellectual personage. There I have often seen his face expanded in smiles; there I have often heard

his voice rising in laughter long after the rest of the class had restrained their outbursts of merriment, whenever Dr. Zorn would relate an anecdote which every member of the class had read ten years ago in the "Modern Priscilla."

Whenever I used to meet F. Edgerton on the street, I never failed to speak to him. If I were so fortunate as to be noticed at all by him, I received only a condescending greeting.

On class one day Dr. Zorn asked me a direct question, calling me by name. At the mention of my name F. Edgerton turned sharply around as if surprised, and looked at me. Soon afterward, as I was walking down the street, F. Edgerton came up and grasped me by the arm.

"Hello Nicks," he said, "how are you?" Soon he began a conversation which he cleverly manouvered around to me.

"You're from Nickson, aren't you, Nicks?" he finally asked. Upon my affirmative answer, he again inquired. "Are you any kin to the millionaire Nicks, who lives there?"

"None at all," I answered.

I lost F. Edgerton in the crowd at the post-office. Whenever he sees me now, he passes me by without notice. His friendship is restricted to those of a higher social caste than I. That's the kind of a fellow F. Edgerton is.

WHAT DOES IT COST TO BUILD A COLLEGE*

BY PROFESSOR WALLACE N. STEARNS, *Fargo College, Fargo, North Dakota*

It may seem strange that one duly occupied should turn aside to discuss this theme. The anomaly, however, may be explained by the fact that such matters were for a time our portion, by the fact that there is an ever-present effort to multiply colleges at the expense of merit, and, further, by the fact that the question has been squarely put—"What does it cost to found a college?"

The problem is three-fold: endowment, plant, and maintenance. It stands to reason that success depends upon a live community comfortably housed and put above the worry attendant upon uncertainty. We begin in reverse order the consideration of the items mentioned above. After all, a college faculty is not to be built up by creating places and then filling them, but rather by securing the services of able men. Allowance must be made, however, for a few standard professorships, covering subjects fundamental to the work of such an institution. We venture the following, for example, as a minimum list:

	Prof'r	Inst'r
Physics and Chemistry	1	1
Mathematics and Astronomy	1	
Zoology, Botany, Geology.....	1	1
American History, Economics.....	1	
European History	1	
English Literature	1	
Rhetoric, English Composition	1	1
Modern Languages and Literature.....	1	
Ancient Languages and Literature	1	
Philosophy, Sociology, Ethics	1	
Education, Psychology	1	
Biblical Literature, Ancient History, Religious Education	1	
Art, History of Art		1
Household Science		1
Manual Training		1
Physical Director for Men, College Physician.....	1	
Physical Director for Women, College Nurse.....	1	

*Reprinted from the September number of EDUCATION, by kind permission of the Palmer Company, Publishers, Boston.

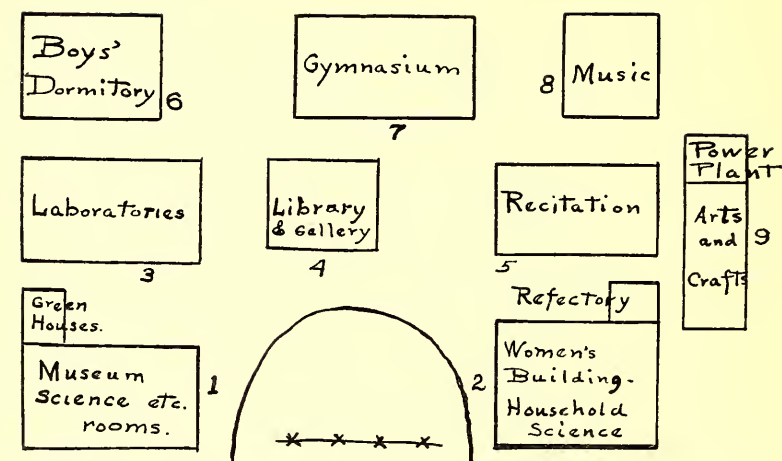
We thus have a total of fourteen professors and six instructors of some rank below that of full professor. Allowing for a minimum of \$1500 a year for a professorship, and \$1000 a year for an instructorship, we have a total as follows:

President	\$ 2,500.00
14 Professors at \$1,500	21,000.00
6 Instructors at \$1000	6,000.00
<i>Additional Service:</i>	
Engineer (and fitter) at \$75 a month.....	900.00
Superintendent of Buildings, Carpenter, at \$50.....	600.00
<hr/>	
Total	\$31,000.00

To the above must be added for fuel, upkeep of buildings, janitor service, stationery and stenographic service, telephone, repairs, support of libraries and laboratories, insurance, advertising, and kindred expenses, say \$9,000.00. A prosperous conservatory would soon be self-supporting, and need not be added to necessary provisions in the budget. Total \$40,000.00.

Buildings and grounds should be so arranged as to provide in advance for the growth, unity in design, and changing conditions. A twenty-acre campus is a modest estimate. Else there will ere long be a jumble of buildings, a cluttered up campus, and distorted prospect due to changing plans. The buildings of a college group about five points: Library, Laboratory and Recitation, Dormitory, Recreation, and Worship and Assembly. An ideal arrangement might be:*

*A start could be made with buildings 3, 4, 9 (power house). The next to be added would be 2, 6 and 7.



The character of the construction of the buildings must be considered. In America we are too fond of building up to be burned down. Better a slower growth materially, and a better product. The time is soon here when nothing less than fireproof construction will be tolerated. For the less important structures slow-burning construction might do. The provision of heat and light from a central plant—the only wise, economical method—reduces danger and risk to a minimum.

From the outset there should be an effort made at uniformity in style and plan. This is not a luxury, but a sane attempt at economy. Perhaps no style of architecture more fully combines simplicity, dignity, economy, and usefulness than the Jacobean, a mode of architecture gaining favor and currency.

A last step, and most important, is endowment. Gifts, plans, hopes, and success all depend on the idea of permanence. Show men of wealth that there is room and a need and the promise of enduring, and gifts will follow. Show the public that there is an assurance of permanence; and students will enroll. Demonstrate an ability to maintain excellence in standards and work and success is assured. Our budget, \$40,000, calls for adjustment. An enrollment of 200 students, we will assume, in Arts at an annual tuition and incidental fee of twenty-five dollars:

200 students at \$25.00.....	\$ 5,000.00
100 students in dormitories at \$8 a mo. for 10 months.....	8,000.00

\$13,000.00

\$40,000 (budget)—\$13,000=\$27,000.

\$27,000 on the five per cent. basis = $\$27,000 \times 20 = \$540,000$, necessary endowment.

Buildings should represent memorials. The best way to remember the departed is to render a service to the living. Estimated cost of buildings as per plan:

1, 2, 3, 4, 5, each \$50,000.....	\$250,000.00
6, 8, each \$40,000	80,000.00
7, 9, each \$25,000	50,000.00

Total\$380,000.00

With grounds arranged 20,000.00

Total plant\$400,000.00

Endowment\$540,000.00

Grand total\$940,000.00

It is easy to work out the problem on paper. To many a struggling college president this plan may seem chimerical. But figures cannot lie. The plain facts cannot be dodged or eluded. And wise management and careful economy will yet be needed to save a working margin for library and laboratories—the heart and lungs of a college worthy of the name.

HIGH SCHOOL DEBATING UNION*

(Under the auspices of the Dialectic and Philanthropic Literary Societies of the University of North Carolina.)

ANNOUNCEMENT

The query that will be discussed by the schools having membership in the High School Debating Union of North Carolina this year is: "*Resolved, That the Constitution of North Carolina should be so amended as to allow the Initiative and Referendum in state-wide legislation.*" A bulletin of fifty or sixty pages containing arguments on both sides of this query and references to sources from which further material can be secured, will be sent free of charge to all schools that are members of the Union. This bulletin will reach the schools not later than November 1st.

Every secondary and high school in the State is invited and urged to become a member of the Debating Union and participate in this debate. Every school that enters will be grouped in a triangle with two other schools for a triangular debate, each school putting out two teams, one on the affirmative side and the other on the negative. Every school that wins both of its triangular debates will send both teams to Chapel Hill to contest for the State Championship and the Aycock Memorial Cup. The triangular debates throughout the state will be held in the latter part of March and the final contest in Chapel Hill will be held early in April. There will be held in Chapel Hill at this time the "High School Week" of the University. In addition to the final contest of the Union for the Aycock Cup, plans are being made to hold at this time conferences of high school teachers in the Peabody Education Building, the Inter-Scholastic Track Meet, and a Declamation Contest. The hearty co-operation of every school man in the State is asked in the making of this week a complete success.

During the past year the success of the Debating Union was large. Debates on the woman suffrage question were held in ninety North Carolina communities; they were participated in by 360 student debaters; and they were listened to by audiences that were large and representative. The

From a circular recently issued by the Committee containing the Announcement and Regulations for 1913-14.

training in thinking and in speaking in public which these 360 student debaters received, the stimulus to school spirit and school loyalty caused by the contest, and the social, educative value of these debates to the communities give rise to the hope in the minds of the committee that this year practically every school of secondary nature in North Carolina, no matter whether supported by the public, by different individuals, or by denominations, will be enrolled in the Debating Union for this contest. E. R. Rankin, Secretary of the Union, at Chapel Hill, will be glad to hear from you at once as to your school and the Debating Union.

REGULATIONS

1. The Dialectic and Philanthropic Literary Societies of the University of North Carolina will suggest a query, to be discussed on a given date by the schools entering the Union, and will furnish from the University Library, free of cost, in pamphlet form, such material as will enable them to comprehend and discuss intelligently the various points covered by the question.

2. All secondary schools of North Carolina, however supported, offering regular organized courses of study above the seventh grade, and not extending in their scope and content beyond a standard four-year high school course as defined by the State Department of Education shall be eligible for membership in the Debating Union.

3. All schools accepting this offer and thus becoming members of the Union shall be arranged into groups of the members of the Union shall be arranged into groups of three, for a triangular debate, the status and standards of the location to be considered in forming the groups.

4. Each school of each triangular group shall agree to furnish two debating teams of two members each, the one to uphold the affirmative side of the query, and the other to defend the negative side.

5. The members of the debating teams must all be *bona fide* students of the school which they represent. To be *bona fide* students, they must have been in attendance at least 30 per cent. of the school year up to and including the date, and must have made passing grades on a majority of their work.

6. The team debating at home shall in each case uphold the affirmative side of the query, and the visiting team shall in each case defend the negative side.

7. The schools themselves shall select and agree upon the judges of the local contests.

8. Each speaker shall have twenty minutes at his disposal, not more than five of which shall be used in the rejoinder.

9. Any school which shall win both the affirmative and negative sides of the query shall be entitled to send both of its teams to the University at Chapel Hill, for the State Championship Contest.

10. In the event that one school of a triangle drops out and the committee at Chapel Hill is unable to secure a school to take its place, then the two schools remaining shall debate one another, each sending a team on the negative to the other. If either school wins both of these debates, then it shall send its teams to Chapel Hill for the Final.

11. In the event that two schools of a triangle drop out of the Union and the committee is unable to secure schools to take their places, then the remaining school shall be declared winner over the others, by their default, and shall send its teams to Chapel Hill for the Final.

12. The school having the strongest team on the affirmative side of the query and the school having the strongest team on the negative side shall be entitled to contest publicly in the University Chapel for the Aycock Memorial Cup. (The strongest team on each side of the query is to be determined by means of preliminary contests at Chapel Hill.)

13. The school which shall win the debate, thus finally held, shall have its name inscribed on the Memorial Cup, together with the names of its two winning representatives.

14. Any school which shall win out in the Final Contest for two years in succession shall have the Cup for its own property.

15. All high school representatives and principals coming to the University for this contest will be met at the station by a committee and will be entertained free of cost while in Chapel Hill.

EDUCATIONAL REPORT OF THE FARMERS UNION

We, your Committee on Rural Education, beg to submit the following report:

1. The State Farmers' Union having won its campaign for a six months school term and compulsory attendance, we believe the next great forward work in education is that of making our country schools train for farm life and work. To this end we earnestly urge every farmer in North Carolina to see to it that his boys study the text-book on agriculture, and we believe that every farm girl should also study it.

2. We urge that every school wherever possible introduce a domestic science course for girls.

3. We demand that the text-books adopted for use in country schools shall be adapted to farm life and work instead of being saturated from cover to cover with the spirit of the city. We especially urge that never again shall our children be forced to study an arithmetic packed with problems on banking, insurance, English money, and latitude and longitude, but with no adequate training in farm life problems, such as mixing fertilizers, calculating fertilizer values, compounding feeding rations, etc.

4. We ask that each county superintendent publish each year the number of pupils studying agriculture in each country school. We also ask that each county superintendent publish annually a comparative statement showing how the county stands as compared with two, five, or ten years before in local taxation, length of term, value of school property, enrollment, attendance, number of school libraries, etc.

5. We insist that our State Normal and Industrial College and other school for training teachers shall give more attention to agriculture and domestic science, and that every pupil receiving free tuition as a prospective teacher shall be required to take these courses.

6. Our high schools should aim primarily at training for life rather than training for college. We denounce the ancient policy of having the colleges and universities dictate

the courses in our high schools so that these are made to fit and serve the five per cent. who go to college instead of the ninety-five per cent. who do not.

7. We congratulate the A. & M. College upon establishing a department of agricultural economics and marketing, and the University upon establishing a Department of Rural Education, subjects which we believe have heretofore been seriously neglected.

8. We earnestly urge that our farmers shall work to bring about keener interest in industrial education on the part of our religious denominations. Many of them are doing much for industrial education among negroes but virtually nothing for helping our white boys and girls in this respect. Many of these denominations established colleges when classical education was the only sort known, and have since made absolutely no progress in educational ideals.

9. Finally, we insist, that the Legislature shall see to it that some permanent plan for insuring a six months school term is adopted as well as merely written in the Constitution, and we urge our farmers to assist in the enforcement of the compulsory attendance law.

10. That copies of this resolution be sent to the State Superintendent of Public Instruction and to the trustees of the various State Educational institutions.

A. J. MARTIN,
W. C. CROSBY,
CLARENCE POE,
J. H. HENLEY,
Committee.

NEWS AND NOTES

N. W. W.

A State Contest in Football

In order to stimulate among the secondary schools of the State greater interest in athletics, and especially to encourage greater activity in inter-school athletics, the General Alumni Athletic Association of the University of North Carolina has decided to inaugurate this year a state-wide contest in football among the public high schools, city and rural. The plan evolved by the Committee on High School Athletics will not interfere in any way with any schedule that has already been made by any team. The rules and regulations governing this contest are as follows:

1. For this year the contest shall be open only to public high schools, city and rural.

2. Any team representing a public high school, city or rural, that has not been defeated by a team of similar rank up to and including November 15 shall be eligible to enter the contest, provided it shall have played at least three games.

3. To be eligible to a place on the team, a player must be a *bona fide* student of the high school he represents. To be a *bona fide* student, he shall have been in regular attendance for at least one-third of the term up to the time of any game in which he participates and made passing grades on his work.

4. Immediately after November 15 the committee on high school athletics will arrange preliminary contests for the purpose of selecting two teams which shall come to Chapel Hill for the final contest for the state high school championship.

5. The General Athletic Association will bear all expenses, including transportation, of the two teams selected for the final contest; and while on the Hill these teams will be entertained by the Athletic Association.

The committee will be glad to communicate with any school desiring to enter this contest and respectfully asks that all schools meeting the requirements herein set forth will, immediately after November 15, give notice of their desire to enter this contest. Any school interested will please communicate with Mr. Ervin, Secretary of the committee. The committee is composed of the following members:

N. W. Walker, Chairman; T. G. Trenchard, E. R. Rankin, C. E. Ervin, Secretary.

The Bureau of Extension

The Bureau of Extension of the University of North Carolina offers to the people of the State.

I. GENERAL INFORMATION:

Concerning books, readings, essays, study outlines, and subjects of general interest. Literature will be loaned from the Library upon the payment of transportation charges each way.

II. INSTRUCTION BY LECTURES:

Lectures of a popular or technical nature and addresses for commencement or other special occasions will be furnished any community which will pay the traveling expenses of the lecturer.

III. CORRESPONDENCE COURSES:

For teachers, in Arithmetic, Economics, Education, English, German, Latin, North Carolina History, Rural Economics, Rural Education, Solid Geometry, and United States History.

IV. GUIDANCE IN DEBATE AND DECLAMATION:

Through the High School Debating Union, special bulletins and handbooks, and material loaned from the Library.

V. COUNTY ECONOMIC AND SOCIAL SURVEYS:

For use by counties in their effort to improve their economic and social condition.

VI. MUNICIPAL AND LEGISLATIVE REFERENCE AIDS:

For use in studying and drafting municipal and State legislation.

VII. A TEACHERS' BUREAU:

To be used as a clearing house for information concerning secondary schools and college entrance requirements and as an aid to communities and schools in securing efficient teachers.

For full information, address

THE BUREAU OF EXTENSION,
Chapel Hill, N. C.

Correspondence Courses at the University

The University of North Carolina has arranged to give to the teachers of the state extension courses by correspondence under the direction of the School of Education. Courses in the following subjects will be given during the present scholastic year:

Arithmetic, Solid Geometry, Latin, German, English (three courses), Education (two courses,—The Principles of Education and High School Administration), United States History, North Carolina History, Social Economics, and Government.

These courses are planned with the hope that they will in-

crease the teacher's knowledge of the subject matter of the text-book and, at the same time, present to him a rational method of instruction in the classroom.

Text-books will be required and definite assignments of the text will be made for study.

From time to time, examinations will be given, the papers sent to the Professor who will promptly grade them, make the necessary written corrections and suggestions and then return them to the student. In this way direct personal instruction will be given to all.

The above list of courses is but a beginning of the extension work that the University hopes soon to offer the teachers and the public generally and thus place University instruction within easy reach of the people of the state.

For more detailed information, write to Prof. M. C. S. Noble, Dean of the School of Education, Chapel Hill, N. C.

Changes Among the City Superintendents

Aberdeen: J. B. Aiken succeeds H. W. Early, who becomes superintendent of schools of Bertie County.

Ayden: L. N. Johnston succeeds Nat Wright.

Asheville: Harry Howell succeeds R. J. Tighe who becomes superintendent of schools of El Paso, Texas.

Burlington: Rev. P. H. Fleming succeeds S. G. Singleary, who gives up school work to study medicine at the University.

Charlotte: H. P. Harding becomes superintendent, and former superintendent Alexander Graham becomes assistant superintendent.

Dunn: J. B. Martin succeeds B. P. Gentry who goes into journalism.

Franklinton: H. E. Craven, formerly principal of the Statesville City High School, succeeds J. A. McLean.

Greenville: Hoy Taylor succeeds H. B. Smith who becomes superintendent at Tarboro.

Kings Mountain: R. C. Cox succeeds E. H. Harrell.

Lenoir: G. O. Rogers succeeds E. C. Ruffin, who quits school work to study law at the University.

Lincolnton: M. S. Beam succeeds John James.

Mebane: H. H. McKeown succeeds W. L. Cooper.

Murphy: Martin L. Wright succeeds J. H. Harwood who quits school work to practice law.

Scotland Neck: C. J. Everett, of Plymouth, succeeds J. B. Aiken who goes to Aberdeen.

Selma: Frederick Archer succeeds B. F. Hassell who becomes principal of the Raeford High School.

Southport: Robert E. Ranson succeeds H. H. McKeown who goes to Mebane.

Tarboro: H. B. Smith succeeds R. G. Kittrell who gives up school work to practice law.

Troy: S. G. Lindsay succeeds R. E. Ranson who goes to Southport.

Washington: C. M. Campbell succeeds N. C. Newbold who becomes Assistant State Supervisor of Rural Elementary Schools.

Waynesville: D. F. Nicholson succeeds W. C. Allen who goes to a superintendency in South Carolina.

Changes Among the County Superintendents

Alleghany: J. M. Check succeeds W. F. Joines.

Bertie: H. W. Early succeeds R. W. Askew who has served as county superintendent of Bertie for many years.

Bladen: B. J. Cromartie succeeds W. I. Shaw.

Camden: F. M. Eason succeeds C. H. Spencer.

Davidson: J. E. Hill succeeds P. S. Vann.

Iredell: R. M. Gray succeeds L. O. White.

Lincoln: S. C. Garrison succeeds G. T. Heafner.

Madison: R. G. Anders succeeds M. C. Buckner.

Pamlico: T. B. Attmore succeeds H. L. Gibbs.

Polk: E. W. S. Cobb succeeds J. R. Foster.

Randolph: J. F. Bulla succeeds S. T. Lassiter.

Surry: After a lapse of two years J. H. Allen comes back as superintendent, succeeding W. M. Cundiff.

Wilson: Superintendent Charles L. Coon, of the Wilson City Schools, in addition to his work as city superintendent, accepts the superintendency for Wilson County, succeeding in this position E. J. Barnes, resigned.

Yancey: W. O. Griffith succeeds G. P. Deyton.

Other Workers in the Educational Field

President Francis P. Venable, of the University of North Carolina, has been granted a year's leave of absence by the Trustees. Dr. Venable sailed for Europe in August. He will spend the entire year abroad seeking to regain his strength which has been impaired by the arduous and exacting duties of administering the affairs of the University. The best wishes of the state go with him.

Professor Edward K. Graham will serve as Acting President of the University during the absence of President Venable. Under the able administration of Acting President Graham the University has had the best opening in its long history. The year gives promise in every way of being a notable one in the life of the institution.

Rev. J. D. Andrew becomes President of Catawba College, succeeding Dr. J. F. Bucheit, resigned.

Prof. E. C. Brooks, of Trinity College, is spending the year, on leave, at Columbia University, pursuing advanced studies and writing a book on the history of school method. During the absence of Mr. Brooks his place will be filled at Trinity by Dr. E. W. Knight.

Dr. L. A. Williams, formerly Superintendent of the City Schools of Leonia, New Jersey, comes to the University as Professor of School Administration.

Superintendent Zebulon Judd, of Wake County, who was last July elected Professor of Rural Education in the University, is spending the year at Columbia University. Professor Judd will begin his active duties at the University next year.

Prof. N. C. Newbold, who has been Superintendent of the City Schools of Washington, resigned his position last spring to accept with the State Department of Education the position of Assistant State Supervisor of Rural Elementary Schools. Mr. Newbold will devote his attention especially to the development of industrial work among the negro schools.

Mr. T. E. Browne, for several years superintendent of schools of Hertford County, and for the past two years farm demonstrator for Eastern Carolina with the Department of

Agriculture, succeeds Mr. I. O. Schaub as Director of the Boys' Corn Clubs for the state.

Mr. R. D. W. Connor, who has served the State Teachers Assembly so ably for several years as its secretary, has given up this position. The Executive Committee has chosen wisely in naming as his successor Mr. E. E. Sams, State Supervisor of Teacher Training.

Mr. S. S. Alderman, of Greensboro, is now connected with the State Department of Education as Secretary of the Campaign work.

The July Bulletin

The July number of the BULLETIN contains the papers presented at the High School Conference held at the University last May. Any superintendent, principal, or teacher, who wishes to receive a copy of that number may get a copy by remitting two cents to cover postage. It would have been sent to all our high school teachers and principals at the time it was issued had we known their summer addresses.

A New Geography of North Carolina

A new Geography of North Carolina by Professors Collier Cobb and N. W. Walker, to be published in January, 1914, has been announced by the Macmillan Company. The announcement states that this new edition will be furnished gratis with the Second Book of Tarr and McMurry's New Geographies. It will also be bound separately in cloth and sold for thirty-five cents per copy.

New High School Buildings

During the summer and early fall there has been unusual building activity among the public high schools. About thirty new buildings were in process of construction, most of which were ready for occupancy at the opening of the fall term. There are several, however, provided for by substantial bond issues that will not be ready before January or possibly later. Among those schools that have reported new buildings or provision for them are the following:

Marion: A bond issue of \$20,000. Building will be ready in November.

Wakelon: Bond issue of \$15,000. A new \$15,000 addition, duplication of the structure erected three years ago, now under construction.

Cary: Bond issue of \$25,000. New buildings, costing \$32,500, now under construction.

Matthews: Bond issue of \$15,000.

Troy: Bond issue of \$25,000. New building ready in early fall.

Sylvan: New \$8,000 building dedicated in August.

Kenly: Bond issue of \$15,000 for new building.

Waco: Bond issue of \$5,000 for new building.

Oriental: Bond issue of \$10,000 for new building.

Taylorville: A \$4,000 addition erected, and old building remodeled and renovated.

Bunn: Provision made for a new \$5,000 building.

Madison: Recently completed a \$12,000 building.

Lillington: Bond issue of \$12,000 for new building.

Aulander: Bond issue of \$12,000 for new building.

New Buildings for City Schools

Among the city schools that voted bonds or provided otherwise for new buildings during the spring and summer may be mentioned the following:

Scotland Neck: A bond issue; amount not stated.

Pineville: Bond issue of \$20,000.

Henderson: Bond issue of \$20,000.

Winston: An appropriation of \$25,000 by the board of aldermen for a new building.

Spencer: Bond issue of \$10,000.

New Bern: Bond issue of \$20,000.

Kinston: Bond issue of \$50,000.

Good Board for Seventeen Cents a Day

Mr. E. J. Coltrane, Principal of the Jamestown High School, reports that by operating his high school dormitory and mess hall on a co-operative basis last year, from January

to May, he succeeded in keeping the actual cost per student for good board and accommodations down to seventeen cents a day. If you are interested in the dormitory proposition, write to Mr. Coltrane and ask him how he did it. The boarding question is becoming to be an important matter in the growing schools. Jamestown could not accommodate all who applied for entrance this fall.

A Request for Catalogues and Announcements

The State High School Inspector respectfully requests all high schools, city and rural, public and private, to send him copies of their catalogues, announcements, and published courses of study from time to time as they are printed. He will appreciate this courtesy. Address: N. W. Walker, Chapel Hill, N. C.

Farm-Life Schools

The number of farm-life schools in the State has this fall been increased to seven, Wake having recently established two, and Durham, one. The counties now having such schools, together with the list of schools and their principals, follows:

Craven: Vanceboro, Dr. J. E. Turlington.

Guilford: Jamestown, E. T. Coltrane; Monticello, (P. O. Brown, Summit), S. T. Liles; Pleasant Garden, Frank L. Foust.

Wake: Wakelon, (P. O. Zebulon), E. H. Moser; Cary, N. B. Dry.

Durham: Lowe's Grove, (P. O. Durham, R. 3), S. J. Husketh.

All of these schools are located in connection with public high schools already in operation. Only one of these was established under the original Farm-Life School Law, namely, Vanceboro. There are several other counties at present agitating the question of establishing farm-life schools under the law as amended by the Legislature last spring.

Educational Meetings This Fall

The Southern Educational Association meets at Nashville, Tennessee, October 30 to November 1. For information and programme write to Wm. F. Feagin, Secretary, Montgomery, Ala.

The Association of Colleges and Secondary Schools meets at Knoxville, Tennessee, November 6-8. For general information and program write to Dr. Bert E. Young, Vanderbilt University, Nashville, Tennessee.

The North Carolina State Teachers Assembly meets at Raleigh, November 26-29. This is one educational meeting that every teacher in the state should try to attend. For general information and programme write to Mr. E. E. Sams, Secretary, Raleigh.

The state meeting of public high school principals will convene in Raleigh, November 25th, a day before the meeting of the Teachers' Assembly. Fuller notice of this meeting is given above.

The Commission on Accredited Schools of the South will meet at Knoxville, Tennessee, November 4th, a day in advance of the meeting of the Association of Colleges and Secondary Schools. The North Carolina members of the Commission are N. W. Walker, Edwin A. Pusey, and E. C. Brooks.

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